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CONTENTS.

| | PAGE. |
|--------------------------------------------------------------------------------------|-------|
| PORTRAIT OF MRS. ALMIRA LINCOLN PHELPS..... | 609 |
| I. AMERICAN EDUCATIONAL BIOGRAPHY..... | 611 |
| Mrs. Almira Lincoln Phelps..... | 611 |
| Memoir..... | 611 |
| List of Publications..... | 630 |
| Notes on First and Last School..... | 630 |
| Note—Boarding Round..... | 621 |
| II. FRENCH VIEWS OF FEMALE EDUCATION..... | 623 |
| STUDIOUS WOMEN; by Monseigneur Dupanloup, Bishop of Orleans..... | 623 |
| The Aim and Merit of Woman..... | 623 |
| Examples of Studious Women in the Early Christian Ages..... | 624 |
| Study—a Duty..... | 625 |
| Danger of Ignorance and Frivolity..... | 626 |
| Advantages of Intellectual Labor..... | 629 |
| Dangers of Intellectual Cultivation..... | 630 |
| The Home of a Studious Woman..... | 631 |
| Bad Education..... | 633 |
| Continuous Study and Work—Right Bringing Up..... | 634 |
| Pursuits allowable to Women..... | 635 |
| A Plan of Life and a Methodical Order..... | 638 |
| III. THE EXAMPLE OF PRUSSIA IN THE PROFESSIONAL TRAINING OF TEACHERS..... | 641 |
| DWIGHT'S TRAVELS IN THE NORTH OF GERMANY IN 1845-6..... | 641 |
| Elementary Schools and Teachers' Seminaries in Prussia..... | 641 |
| Petition in behalf of Teachers' Seminaries—1837; Drafted by Rev. Charles Brooks..... | 647 |
| IV. NORMAL AND TRAINING SCHOOLS IN THE UNITED STATES..... | 651 |
| TABLE—State Normal Schools..... | 652 |
| CONNECTICUT STATE NORMAL SCHOOL..... | 654 |
| NEW BRITAIN STATE NORMAL SCHOOL..... | 654 |
| RHODE ISLAND STATE NORMAL SCHOOL..... | 656 |
| BRISTOL STATE NORMAL SCHOOL..... | 656 |
| MASSACHUSETTS STATE NORMAL SCHOOLS..... | 657 |
| FRAMINGHAM STATE NORMAL SCHOOL..... | 659 |
| Historical Discourse, Quarter Centennial Celebration..... | 663 |
| Inauguration of the first Female Principal of a Normal School..... | 671 |
| WESTFIELD STATE NORMAL SCHOOL..... | 661 |
| Plan of Building..... | 662 |
| Philosophy and Mode of Teaching..... | 665 |
| BRIDGEWATER STATE NORMAL SCHOOL..... | 669 |
| Plan of Study and Instruction..... | 690 |
| Remarks at Dedication of Normal School-house..... | 692 |
| SALEM STATE NORMAL SCHOOL..... | 697 |
| Dedictory Discourse, Gov. G. S. Boutwell..... | 701 |
| NEW YORK STATE NORMAL SCHOOLS..... | 703 |
| ALBANY STATE NORMAL SCHOOL..... | 703 |
| OSWEGO STATE TRAINING SCHOOL..... | 713 |
| MICHIGAN STATE NORMAL SCHOOL..... | 719 |
| YPSILANTI STATE NORMAL SCHOOL..... | 720 |

| | PAGE. |
|-----------------------------------------------------------------------|-------|
| IOWA NORMAL SYSTEM..... | 725 |
| State University..... | 725 |
| NEW JERSEY..... | 729 |
| Historical Development..... | 729 |
| Trenton State Normal School..... | 731 |
| Farnum Preparatory School..... | 738 |
| Plan of Building..... | 739 |
| ILLINOIS..... | 745 |
| Normal University..... | 743 |
| Plan of Building..... | 746 |
| PENNSYLVANIA..... | 753 |
| Millersville Normal School..... | 752 |
| Edinboro Normal School..... | 753 |
| Mansfield Normal School..... | 753 |
| Kutztown Normal School..... | 754 |
| WISCONSIN..... | 755 |
| Historical Development..... | 755 |
| Platteville Normal School..... | 758 |
| MINNESOTA..... | 761 |
| Winona State Normal School..... | 761 |
| Plan of Building..... | 765 |
| CALIFORNIA..... | 769 |
| San Francisco State Normal School..... | 769 |
| KANSAS..... | 771 |
| Emporia State Normal School..... | 771 |
| MAINE..... | 773 |
| Historical Development..... | 773 |
| Farmington State Normal School..... | 773 |
| Castine State Normal School..... | 776 |
| MARYLAND..... | 777 |
| Baltimore State Normal School..... | 778 |
| INDIANA..... | 781 |
| Terre Haute State Normal School..... | 781 |
| SOUTH CAROLINA..... | 785 |
| Charleston State and City Normal School..... | 785 |
| VERMONT..... | 789 |
| Randolph State Normal School..... | 790 |
| Johnson State Normal School..... | 792 |
| NEBRASKA..... | 791 |
| Peru State Normal School..... | 792 |
| OHIO..... | 793 |
| Historical Development..... | 793 |
| Report on Professional Training of Teachers, by Hon. E. E. White..... | 795 |
| WEST VIRGINIA..... | 806 |
| West Liberty State Normal School..... | 806 |
| Guyandotte State Normal School..... | 806 |
| DELAWARE..... | 807 |
| Wilmington State Normal School..... | 807 |
| LOUISIANA..... | 808 |
| New Orleans State Normal School..... | 808 |
| CITY TRAINING SCHOOLS..... | 809 |
| St. Louis Training School, <i>Missouri</i> | 809 |
| Davenport—Ottumwa, <i>Iowa</i> | 812 |
| Indianapolis—Fort Wayne—Evansville, <i>Indiana</i> | 813 |
| New Haven, <i>Connecticut</i> | 817 |
| San Francisco, <i>California</i> | 819 |
| Boston, <i>Massachusetts</i> | 821 |
| PLANS OF STATE NORMAL SCHOOL-HOUSE at Terre Haute, Ind..... | 822 |
| INDEX TO VOLUME XVII..... | 827 |

I. EDUCATIONAL BIOGRAPHY.

MRS. ALMIRA LINCOLN PHELPS.

MRS. ALMIRA LINCOLN PHELPS—whose successful labors as teacher and author, especially in introducing the natural sciences into the curriculum of female schools, entitle her to a place in our Educational Biography—was born in Berlin, Conn., July 15th, 1793, the youngest child of Samuel Hart and Lydia Hinsdale. The peculiar excellencies and striking characteristics of both father and mother in their puritan piety, honesty and sincerity, as well as in their strong mental endowments, have already been set forth in the biography of her elder sister, Mrs. Emma Willard.* Almira's early training, was received under the watchful care of her parents, who early perceived her natural endowments for teaching, and taste for original composition, and assisted in their development. She early became a pupil of her sister Emma in a select school, and subsequently a member of Berlin Academy, (not then under the learned Dr. Thomas Miner,) where, at the age of fourteen, she temporarily filled the chair of instruction in which she had been placed for the purpose of discipline (as she thought undeserved)—and which occasion she improved by a timely criticism on a class recitation then going forward, and by a subsequent dissertation in the way of original composition on the proper graduation of punishment to offences committed.

Two years afterward she became in fact a teacher in a common school in a rural district in the neighborhood of Hartford, where she had some little experience in the practice of "boarding round," and also in receiving the kindness of one of the intelligent families who gave her a permanent home during her connection with the school. This experience, though brief, was not without its beneficial discipline to the young teacher; but her subsequent opportunities of enjoying the more cultivated and literary society of Middlebury, Vt., and the instructions of her gifted sister, who had invited her there, were more important, since she here pursued various studies with a view of preparing herself for the higher walks of the profession which she had already decided to follow.

In the spring of 1812 she became a member of the Academy at

*Barnard's American Journal of Education, Vol. vi., p. 125.

Pittsfield, Mass., then under the direction of her cousin, Miss Nancy Hinsdale, who was the Miss Grant or the Miss Mary Lyon of that day. Her instruction here was chiefly confined to the elementary English branches, including map drawing, with reference to pictorial effect more than to topography, in which a pupil was considered as highly accomplished who could carry home, after a few months' practice, a framed picture of "Hector and Andromache," or of "Moses in the bulrushes."

From Pittsfield she returned to Berlin to take charge of a select school in the Academy where, when a girl of fourteen her talent for instruction and discipline had been undesignedly developed; but soon accepted an invitation to take charge of the public school in New Britain, where, for the first time, a female teacher was placed in charge of the winter school of a large district—a great innovation upon the "steady habits" of Connecticut. In her examination as a candidate, she covered her embarrassment caused by her failure to answer with minute accuracy a question as to the "exact distance of the largest fixed star from the planet Mars," by reading an original essay "On the Duties and Responsibilities of the Teacher," in which she at once exhibited her technical knowledge of reading, writing, and orthography, and her appreciation of the office for which she was on examination. In the management of this school, composed, to some extent, of young ladies and gentlemen of nearly the same age as herself, she introduced many valuable exercises, not common even in the academies of the State, such as composition and map-drawing; and showed great executive ability by employing the older pupils as assistants in teaching the younger classes, thus making her school a sort of school of practice in teaching, and at the same time enabling her to instruct with profit a larger number than she otherwise would have been able to do. In this feature of her school we see not only great tact in meeting an emergency, but possibly the germ of the State Normal School, established forty years afterwards in the same district.

In the following summer Miss Hart received a few boarding pupils at the home of her widowed mother in Berlin, as well as a few day pupils from the village of Worthington and the adjacent neighborhood. In this school, while she gave instruction in drawing, painting and embroidery, as then taught, she at the same time introduced her pupils to a better knowledge of English grammar and, to some extent, of English literature, having frequent exercises in the analysis of Shakspeare and Milton, and in the practice of Eng-

lish composition, higher arithmetic and geography. It was in her subsequent school at Sandy Hill, N. Y., that Miss Hart, as Principal of an academy, with an excellent assistant, Miss Martindale, (sister of the late Judge Martindale, and aunt of Gen. J. H. Martindale,) was able to develop more satisfactorily to herself the views of education which she had gradually formed from her experience in the school-room, by substituting for superficial accomplishments, more solid attainments in English language and English literature, rhetoric, criticism and moral philosophy, and an elementary acquaintance with some of the natural sciences. Here she began the practice of making herself, and accustoming her pupils to make, written abstracts of the contents of the text-books, and presenting the substance in a condensed, logical form. Here also, she introduced the improved system of teaching geography which her sister, Mrs. Willard, had already reduced to writing, and which was subsequently published in Woodbridge and Willard's geography.

In 1817 Miss Hart became the wife of Simeon Lincoln, proprietor and editor of the Connecticut Mirror, published at Hartford, Conn., where she resided till his death, in 1823. Soon after, Mrs. Lincoln, on the invitation of her sister, Mrs. Willard, removed to Troy, with her two daughters, and joined her as a teacher in the Seminary which she had established at that place. Here she passed some eight years, both as a teacher and learner. The study of the French and Latin languages was continued. The Greek and Spanish were commenced; and no little progress was made in the higher mathematics, and the physical sciences—botany, geology and chemistry—the latter especially under the instruction of Prof. Amos Eaton, then in charge of the scientific school established by Hon. Stephen Van Rensselaer, at Troy. A new world seemed opened to her imagination in the pursuit of the natural sciences; and at the same time that she both learned and taught, she began to write on the subject. Finding no suitable class-book in botany for her pupils, she drew up a syllabus of her instruction for them at their request, and with the advice of Prof. Eaton she prepared the notes of her lectures for the press, which, under the name of "Lincoln's Botany," has been so widely used in the best schools of the country. Of this part of her experience as a teacher, Mrs. Phelps, in a private note, thus writes:

"The enthusiasm of the teacher was scarcely greater than that of the pupils, in the botanizing researches. The region around Troy is rich in its flora, and scarcely a dell, ravine, or island of the Hudson in its vicinity, was not explored in these expeditions. The young gentlemen students of the Rensselaer school were chivalric and indefatigable in their efforts to procure specimens for the ladies' herbaria, and so Botany became the fashion of the day.

"Among the past scenes which memory loves to dwell upon, as often vividly presented that of our first Botanic lectures—when in the pleasant Spring morning, soon after the sun rising, the lecture-room was filled with young girls, radiant with bright eyes and glowing cheeks, eager to obtain their share in the distribution of the fresh flowers which had been collected as the subjects of the lecture. At first, the rudiments of the Linnæan classification were illustrated by reference to the organs of fructification, and then we went on from the simple and self-evident to the more abstruse principles of the science. The subjects of physiology and natural relations among the various orders of plants, were gradually introduced, as the mind became prepared to understand them—going from the simple to the complex idea. The whole botanical course was thus a romance and a joy. But let us consider a class assembled to learn Botany by commencing with the mis-called "*Natural System*"—no flowers to begin with; some dry seeds may be exhibited, and perhaps dissected, or diagrams showing magnified sections of the embryo, cotyledons, cellular system, structure of the wood, skeleton of the leaf with its net-veined fibres, or parallel nerves, &c., &c. The pupil is not interested, and returns with reluctance to the lecture. College students and young ladies thus taught, alike are ready to say that 'Botany is a dry study.'"

We have thought it just to give the views of Mrs. Phelps upon the advantages of the Linnæan system. In the American Journal of Education for September, 1867, page 151, under the head of Public Instruction in Austria, the reader will find the following confirmation of her views and practices: "In zoological instruction, animals are classed in characteristic groups, and the students are made familiar with their characteristic differences, with the aid, so far as possible, of specimens and representations. Botany is commenced with organography and terminology, training the students to recognise the individual organs from the easiest to the more difficult." Here we have a strict adherence to the Linnæan method of pursuing investigations in science. Prof. Agassiz has also recently protested against throwing aside this method in Zoology, attempting what has been in a degree accomplished in Botany, to begin with general principles of physiology instead of "studying the objects in characteristic groups." Mrs. Phelps remarks, "there are indications of a reaction in Botanical science, and that the study of plants according to the Linnæan system will be found to be the best introduction to a knowledge and perfecting of the natural system. In reviewing and enlarging Lincoln's Botany, the author has not failed to embody ample instructions to aid in the study of this system, which must be regarded as the ultimate object of the science. When, as is often the case with young ladies in schools, there is little time to be given to the study of Botany, there will be found great advantages in the logical analysis afforded by this system of "*the immortal Swede*," as the great naturalists of a past generation called the Linnæus whose name and labors smaller men of the present day would consign to oblivion."

But to return to our educational history, and that period when the

grandeur of nature and the wisdom of its Author were unfolded by the light of physical science to eyes hitherto blind to those revelations. A new enthusiasm was enkindled, and every branch of the science of nature seemed to call for attention to her domain—

“Not less
The humble glow-worm lighting up its torch,
Than gilded heaven with all its blazing fires.”

But Mrs. Lincoln's rule was, one thing at a time ; and Chemistry followed Botany in its attractive developments. Under the practical teachings of the founder of the Rensselaer school (now the Polytechnic) at Troy, Mrs. Lincoln became initiated into the mysteries which it had revealed to the master minds of Europe, and in the hands of Silliman and other American chemists, had been brought home to our schools. In the laboratory which was now added to the Troy Seminary, she labored as practically as any good housewife ever did to prepare a dessert for her table. With the assistance of a Rensselaer student, she obtained the various gases, and made the preparations to illustrate by experiments her own lectures to the pupils. In due time she brought them into the laboratory, where they were trained to prepare experiments for the lectures, which they were appointed to give for the class-room, and for public examinations.

Though the establishment of the Troy Female Seminary was the work of its founder, Mrs. Emma Willard, it can derogate nothing from her merits as an educator, to suppose that, during the many years spent in that institution by her sister, in the prime of her life, she contributed not only important coöperation, but introduced some original features, and helped to give prominence to scientific studies in its educational system.

“Geology,” says Mrs. Phelps in her memoranda now before us, “then becoming popular in the country, was a favorite pursuit of Professor Eaton, whose early labors have aided later Geologists to make advances of which he then did not dream.” As a kindred science with Botany and Chemistry, she penetrated the strata of the earth's foundation, believing then that *primitive, transition* and *secondary* formations would be the landmarks for all future time ; and this she said in her “*Geology for Beginners*,” a small volume which she never had the courage to revise, as the science has so shaken off its old distinctions, and become essentially changed by the force of new discoveries.

In 1831 Mrs. Lincoln became the wife of Hon. John Phelps, a prominent lawyer and statesman of Vermont, where she soon after

went to reside, and where, with the approval and encouragement of her husband, she continued her literary pursuits, enlarging and revising her "Botany," and bringing out, at the request of her publishers, in 1832, a smaller and less expensive work, entitled, "Botany for Beginners."

Her first attempt at writing for the press was the preparation, at the request of the authors, of the chapters on Geology, and Roads and Canals, for Woodbridge's and Willard's Geography. Her Botany, as has been before stated, originated in the desire of her pupils to have the syllabus and notes of her lectures printed, which were prepared amidst her pressing duties as teacher and vice-principal of the Troy Seminary, assisted by her daughter Jane. This book proved a pioneer in botanical studies, not alone in female schools, but in all the institutions of higher education, including many colleges. In 1829 she made a translation from the French of Vanquelin's dictionary of Chemistry, which was published with the sanction and recommendation of Professors Silliman and Eaton. In 1833 she published a book entitled "The Female Student," which was adopted in 1838, under the title of "The Fireside Friend," and published as Volume 18 of the School Library issued under the sanction of the Massachusetts Board of Education. To be associated with such authors and writers as Edward Everett, Judge Story, Washington Irving, Alonzo Potter, Francis Wayland, Jacob Bigelow, Dennison Olmsted, and others of that class, in the preparation of works for this library, must be regarded as no slight compliment to her reputation as a writer and educator.

In the summer of 1838 the Right Rev. Bishop Hopkins of Vermont, invited Mrs. Phelps to remove to Burlington and establish a seminary for young ladies, in the extensive and elegant building which had been erected in Burlington for an Episcopal institution, which she declined; and at the same time an application to become the principal of a similar institution in West Chester, Pa., was received. The latter invitation was accepted and the situation entered upon; but in 1841 it was exchanged for a similar position in an institution at Ellicott's Mills, Maryland, in which she was heartily supported by the Bishop of the diocese and the trustees of the institution. This enterprise was preëminently successful, both in regard to numbers and in the character of the education given. One feature peculiar to the Patapsco institute, was a department for training young ladies for the work of instruction. The inauguration of this department was the main consideration in deciding to remove to Maryland, in addition to its

more genial climate. It was in fact the source of the teaching corps of the institution, its pupil teachers being composed of energetic young women from New England and the Middle States, with some from Virginia, who served an apprenticeship as pupil teachers, while they were obtaining for themselves an accomplished education. From time to time these pupils went forth to become instructors in families and schools at the South, having become experienced in teaching and discipline, and, by their association with pupils of the institute, already acquainted with the feelings and customs of the section of country in which they were to labor. When circumstances made it advisable for them to leave a situation without an opportunity of consulting Mrs. Phelps, they felt confident of a kind reception from her, and thus Patapsco became a "*Teachers' Union*," and if its history from 1841 to 1856 were written, many touching and romantic incidents might be related of lovely and interesting young ladies who rejoiced to find, with her, such a home and such a mother.

In respect to the organization of the Patapsco Institute, and its methods of instruction, it is just to state that these were essentially those of the Troy Seminary, modified however by the individuality of Mrs. Phelps' mind and character, and the tastes and mental habits of southern pupils. It was not easy at first to render mathematics popular among girls who were disposed to consider accomplishments as the great requisite in education; but by establishing a regular course of studies, and awarding scholastic honors (not *medals*, but certificates and diplomas) to those only who had honorably completed this course, ambition was awakened which led to efforts that often surprised the pupils themselves, no less than their friends. Thus the study of algebra, geometry and trigonometry, as well as mental and moral philosophy, up to this time deemed by many repulsive, by degrees became not only tolerable, but in some cases fascinating.

The natural sciences were of course favorite branches of the Principal, whose books were used, and from time to time corrected according to her own observation of wants or defects, and the suggestions of intelligent teachers. The belles-lettres and metaphysical departments were full and comprehensive, and constituted an important part of the regular course of instruction. Great attention was paid to the studies of English grammar and analysis, literature and composition. Ancient languages were taught by the chaplain, and modern languages by native professors and teachers. Music, both vocal and instrumental, and drawing and painting were taught with every facility and advantage which the vicinity of a large city afforded.

In the financial and external administration of her great institution at Patapsco, until 1849, Mrs. Phelps had the valuable coöperation of her husband, who entered heartily into her educational and literary work. After a gradual decline, Judge Phelps died in 1849, having enjoyed in his failing strength the beautiful scenery of the Patapsco, and the kind and grateful attentions of the pupils of the institution, leaving to the care of the widowed mother the education of two children, a son and a daughter.*

In 1856, under the pressure of a severe domestic affliction, the loss of her eldest daughter, Jane P. Lincoln, by a railroad accident in New Jersey, Mrs. Phelps decided to leave her cherished institution and devote herself mainly to literary labors, which, at the Patapsco institution, had been confined mostly to the revision of her scientific works and the publication of the Patapsco Magazine, and in 1848, of "Ida Norman, or the Discipline of life." She accordingly removed to Baltimore, where she has continued to reside, and in the dispensation of a liberal but unostentatious hospitality, she has found time to continue her scientific and literary studies, to revise her educational publications, and prepare many articles for the periodicals.

In 1858 she published "Hours with my Pupils, or The Educator," and "The Christian Household," a donation to the Baltimore Church Home. In 1860-61, she was a frequent contributor to the National and the Church Quarterly reviews; and in 1864 she prepared for the State Fair of Maryland in aid of the Sanitary and Christian Commissions, a volume entitled "Our Country," the sale of which was an important contribution to the object for which the fair was held. In 1866 she prepared a paper on the religious and scientific character and writings of Edward Hitchcock, which was read before the American Association for the Advancement of Science, at their meeting in Buffalo, N. Y. Of this Association, Mrs. Phelps was the second of her sex elected a member, and she had the pleasure and honor of entertaining the Association at her house, at its annual meeting in Baltimore, in 1858.

*Of the son, the following honorable record appears in Lanman's Congressional Directory for 1868:—"Charles E. Phelps, of Baltimore, was born at Guilford, Vermont, May 1, 1833; removed with his parents to Pennsylvania in 1837, and to Maryland in 1841; graduated at Princeton College, New Jersey, and afterwards at the Cambridge Law School, Massachusetts; commenced the practice of law in Baltimore; was a member of the Reformed City Council of Baltimore in 1860; entered the Union army as Lieutenant-Colonel of the Seventh Maryland Volunteers; was promoted to the Colonelcy, and was honorably discharged in 1864 on account of wounds, receiving a brevet as Brigadier General; was elected to the thirty-ninth Congress, succeeding Henry Winter Davis, and was re-elected to the 40th Congress." He declined to be a candidate in 1868.

†Miss Maria Mitchel, of Nantucket, and now (1868) professor of astronomy and director of the observatory in Vassar College, was the first, and Mrs. Emma Willard, of Troy, was the third representative of their sex in the American Association of Science.

Long may the subject of this memoir be spared to enjoy the elegant and comfortable home in Baltimore, which her own genius and industry has secured, and to receive, in her own hospitable way, the calls and visits of her many friends from every part of the country—many of whom were once her own beloved pupils, and not a few the husbands, sons or daughters of such pupils.

PUBLICATIONS BY MRS. LINCOLN PHELPS.

- LECTURES ON BOTANY, 1828.
 DICTIONARY OF CHEMISTRY, translated from the French, with a History of the Science, 1829.
 BOTANY FOR BEGINNERS, 1832.
 FEMALE STUDENT, or Fireside Friend, 1833.
 CAROLINE WESTERLY, or the young traveller, 1833.
 PROGRESSIVE EDUCATION, translated from the French of Madame Necker de Saussure, by Mrs. Willard and Mrs. Phelps, with notes and a Mother's Journal by the latter, 1834.
 GEOLOGY FOR BEGINNERS, 1834.
 CHEMISTRY FOR BEGINNERS, 1835.
 LECTURES ON NATURAL PHILOSOPHY, 1836.
 NATURAL PHILOSOPHY FOR BEGINNERS, 1836.
 LECTURES ON CHEMISTRY, 1837.
 IDA NORMAN, 1848.
 CHRISTIAN HOUSEHOLDS, 1957.
 HOURS WITH MY PUPILS, 1858
 OUR COUNTRY, edited, 1864.

Mrs. Phelps' "*Scientific Series*," including her works on Botany, Chemistry and Natural Philosophy, are published by J. B. Lippencott, Philadelphia. A. S. Barnes & Co., New York, have recently published, in uniform editions, her "*Educational Series*," for school libraries, teachers, and home reading.

VARIOUS CONTRIBUTIONS TO THE BOSTON "CHURCH MONTHLY."

- ESSAYS published in National Quarterly Magazine from 1860 to 1862,
 Glance at the Fine Arts.
 Social Life in America.
 England under the Stuarts.
 Popular Botany.
 Louis XIV and Madame de Maintenon.
 The De Saussures and their Works.

- ESSAYS in the Church Review,
 Goethe—his Morals and Poetry.
 Life and writings of Lydia Sigourney.
 Review of the Atlantic Monthly on the Poets of Connecticut.

- ESSAYS written for the Philadelphia Home Weekly, in 1867,
 Our Picture Gallery—a series of thirty articles.

The list does not comprise addresses written at the request of educational societies; with numerous contributions to periodicals, &c., among which was a Review of Miss Sedgewick's Memoir of Lucretia Davidson.

In the popular movement which grew out of the attempt of the Greeks to throw off the Turkish government, Mrs. Lincoln became deeply interested, and was made Secretary of the Greek Association of the Ladies of Troy, and as such, penned most of the circular letters which were issued from that association to enlist contributions in money, clothing and food, for that country. She also took an active part in the efforts made by Mrs. Willard, for the promotion of female education in Greece, and especially the establishment of a Normal School for female teachers, at Athens.

In her visit to Paris in 1854, she had the pleasure of receiving the polite attentions of Baron d'Eichel, who had introduced into his "*Les Deux Mondes*," published in 1835, her address, read at Troy, New York, on female education in Greece.

EXTRACT FROM "NOTES ON MY EXPERIENCE AS A TEACHER."

"**MY FIRST SCHOOL.**—My introduction to the trials and pleasures of school-keeping, was in a district school, for the summer term, in a town adjacent to Hartford."

Of course, in this rural district, Miss Hart "boarded round;" and lest, in this progressive age, the coming generation of teachers may not comprehend this phraseology, we add in explanation, that the district system required of the instructor to itinerate among the different families of the district, remaining in each only the time required to collect by "consumption," that proportion of the tax founded on the number of pupils sent to school; and to take a meal or a night's lodging more than the assigned quota, was an act of injustice. Miss Hart's experience is thus stated:

"I have not much to say in respect to '*boarding round*,' for it was soon over, and there are pleasant remembrances connected with it. I was first sent by the committee to board for three days with a widow who had but one child in school. Those were not unpleasant days, for I fell into sympathy (as the spiritualists say) with the good woman, whom I found to be refined "in feeling, though rustic in manners. Her parlor was my bedroom; and though her table was set in the kitchen, everything was neat and comfortable—the very best she had was brought forward for the teacher; and her little girl—an interesting child—was untiring in her efforts to offer something which might be acceptable. With instinctive refinement she gathered flowers as an offering, and on my table at school, were daily seen her pinks, roses and peonies.

Then came a change: a rich farmer, who also kept the only tavern in this rural neighborhood, unfortunately for the teacher, had several children in school; and so a longer probation was appointed at his house. Let me recall the table at which I found myself seated: it was of pine, without a cloth, extending through a long, low, dingy kitchen, where there was little regard to neatness. A dish of boiled salt pork and beef, flanked with potatoes and cabbage, was set in the middle of the table, two large mugs of hard cider were for all to drink from; a huge plate of black rye bread completed the bill of fare. The horn which called the men from the field, brought in the farmer and his laborers. Once only, however, was I a participant in such a meal. A young physician of the place, with his excellent wife, having compassion on the stranger, proposed to the committee to take her to board, offering such terms as he knew they would be likely to accept, and these, I believe, were somewhat less than one dollar per week. The little paradise into which I then entered, will never be forgotten. Such a box of a house! Two very small rooms, with a minute kitchen and bedroom, were all its apartments. But what a triumph of female skill in all the arrangements! My own little room had its snow-white curtains to its one small window, and its spotless white toilet cover and drapery, with a bed of unrivalled whiteness; everything was perfect. And there was just room for my one small trunk; for the district-school teacher did not require a "*dog-house*" for her wardrobe. And then our nicely prepared, though frugal meals—seasoned, as they were, with intellectual conversation, were such as the most fastidious might have enjoyed. We became attached friends; the

doctor was poor, and the perfect health which the place enjoyed was not favorable to his support; but his wife could use her needle, and besides doing all the work for her small family, she helped to bring in supplies.

The school-house was pleasantly situated upon a table-land, surrounded by old forest trees; it was a better edifice than was then generally furnished in Connecticut for that purpose. No improvement had then been made in seats, writing-desks, &c. The committee did not visit the school; but on one occasion, the mothers came by invitation. Some of them brought their babies, and others, baskets of wool to pick; the disturbance among the scholars, caused by the creeping about of the little ones, and their performances, with the flocks of wool, was not to be censured, and their young teacher joined in the laugh. This was my only school examination in that, my first, attempt to teach."

"MY LAST SCHOOL.—I closed my experience as a teacher in the Patapsco Institute, under circumstances widely different from those with which it commenced in that far-off rural district in Connecticut. The site was one of the most beautiful in the whole country, occupying thirteen acres of ground, and provided with a granite building, capable, with the improvements made upon it, of accommodating, with class-rooms and residence, one hundred and forty pupils, with a corps of twelve resident teachers, and all the necessary attendants,—and these were quite numerous.

The pupils represented nearly two-thirds of the several States, from California to Florida, and from Louisiana to Maine. The course of instruction, besides the preparatory studies, embraced three years: the class of Rhetoric, the class of Philosophy, and the class of Mathematics and Natural Sciences; and distributed through each, with studies appropriate to the advancement of the members, were the ancient and modern languages. The highest, or graduating class, was thoroughly trained in the studies usually pursued in our American colleges, with better opportunities than any of them afford for instruction in the modern languages, and in music, both vocal and instrumental. Besides the twelve resident teachers, there were special teachers, who came from Baltimore, in the Italian, Spanish, German and French languages, and in elocution and general literature. The whole establishment was under the direct supervision of the Principal, who also gave instruction, in her own department, of the natural sciences—botany, chemistry, etc. To the regular classes should be added the class of Normal pupils, varying from twelve to twenty, from which her resident teachers were selected, and which contributed many accomplished governesses and teachers to the families and schools of the South."

II. THOUGHTS ON FEMALE EDUCATION AND EMPLOYMENTS.

[Selected from the French of Monseigneur Dupanloup.]

THE following paragraphs are selected from a little volume of the Bishop of Orleans, translated by R. M. Phillimore—originally written in answer to opinions expressed by M. de Maistre in letters to his daughters, against any thing serious or ennobling in the education and employment of women, which is not directly connected with the amusement and well-ordering of the household.

THE AIM AND MERIT OF WOMAN.

The Bishop does not attempt to controvert M. de Maistre's opinion that "the great merit, the most honorable aim of a woman, is to make her home and husband happy, and to bring up her children well, and to make men of her sons—brave lads, who believe in God, and who do not fear cannon"—but he maintains that to do this "she must have a strong intelligence, judgment and character; she must be persevering, industrious, and reflecting; as the Scriptures say, her beauty and her amiability, which are the strength and embellishment of a house must be illuminated from on high. "As the sun rising over the world, so does a good woman shine over her household." The hand which holds the spindle and looks after the details of her house, must be the instrument of a head which is capable of planning and directing. And Solomon's description is not that of a woman only occupied about material life; it is that of the wise woman, and if "her children rise up and call her blessed," it is because she has the elevated sense of the things of life; the care of souls, and the foresight of the future, because she is ready for the noblest duties and disposed for the most serious thoughts; she is the worthy and intelligent companion of a husband, "who is known in the gates, when he sitteth among the elders of the land." What I should wish to see above all things is, not a race of learned women, but—what is necessary to their husbands, their children, and their households—intelligent, judicious women, capable of sustained attention, well versed in every thing that it is useful for them to know, as masters, mistresses of households, and women of the world; never despising any labor of the hands, and at the same time not only knowing how to occupy their fingers, but their minds also, and to cultivate their souls and their whole being. And I must add, that what is to be dreaded as the very worst of scourges is the frivolous, fickle, effeminate,

* *Stodious Women*—translated from the French of Monseigneur Dupanloup, Bishop of Orleans. London: 1868.

idle, ignorant, pleasure-loving woman, devoted to dissipation and amusement, and consequently opposed to all exertion, to almost all duty; incapable of all studious pursuits, of all consecutive attention, and therefore not in a condition to take any real share in the education of her children, or the affairs of her husband and her household.

EXAMPLES OF STUDIOUS CHRISTIAN WOMEN IN THE EARLY AGES.

The biographer of the illustrious St. Boniface declares plainly, that St. Boniface loved St. Lioba on account of her solid learning—*eruditionis sapientia*. This admirable virgin, in whom the light of the Holy Spirit was added to an enlightenment laboriously obtained by study, combined a purity and a humility—virtues that are such universal preservatives—with a learning in theology and the canon law which was of the greatest service to the early Germanic Church. And, indeed, St. Boniface was so far from despising the efforts of his spiritual daughter to raise herself intellectually, that sometimes he took from his apostolic occupations hours, which he did not consider as lost, in order to devote them to the correction of her literary compositions, her Latin verses, which he answered in the same style—poetical messages, carried across the seas by martyrs and confessors.

And if, going still farther back, we examine more closely some facts in history, we shall find that, since the establishment of Christianity, women's names are often seen on those literary monuments that have been most respected by time; for instance, the celebrated Hypatia, the teacher of Clement of Alexandria; the illustrious St. Catherine, who taught Christian philosophy, and confuted the pagan philosophers in the schools of Alexandria; and, again, St. Perpetua, who wrote the account of her martyrdom and the glorious fate of her companions.

When peace was restored to the Church, and the age of the Doctors succeeded the age of the martyrs, who is there more celebrated for the seriousness of their minds and the extent of their learning, than Paula and Marcella, Melania and Eustochium, and so many other holy and illustrious Christian women:—St. Marcella, in whom St. Jerome found so powerful an auxiliary against the heretics; St. Paula, who inspired St. Jerome to undertake his noblest and most important works, the Latin translation of the Bible from the Hebrew original, and a complete commentary on all the prophets.

Nothing is more beautiful than St. Paula's letter to St. Marcella; it shows us all that the latter did to raise the soul and the intellect of the holy women and the young virgins who called her their mother, and it shows us what was the extent of St. Paula's eloquence and intellect. And, in the following century, what an aid Paulinus—who, besides being a great Saint, was the brilliant disciple of Ausonius—found in Theresia; and who ought not to know that Elpicia (the wife of Boethius) composed hymns which are adopted in the Roman Liturgy? In the middle of the barbarous ages one of the first obligations imposed on Christian virgins was to learn letters. As soon as any of them showed an aptitude for literature, they were excused from manual labor, according to St. Cæsarius's precept, in order that they might give themselves up entirely to intellectual pursuits. In the greater part of the monasteries we hear of them devoted to study. They write, translate, copy, and decipher continually. St. Radegunda does not content herself with receiving, at Poitiers, one of the last of the Roman poets, but she intrusts the literary education of her nuns to him,

and as writers they soon excel their master. The writings of Baudonovia show a revival of classical purity and elegance.

All the charm of Christian inspiration is shown in a hymn improvised by a nun of Poitiers at the moment of Radeunda's death, and one of the first flowers of Christian poetry blossoms on the tomb of the holy Queen who had always been so devoted to literature. The monasteries of England, Ireland, and France teem with learned and pious women.

"It is certain, from numerous and trustworthy testimonies," writes M. de Montalembert, "that literary studies were cultivated in the seventh and eighth centuries in the women's monasteries in England, with no less care and perseverance than in those of men, and perhaps with still greater enthusiasm. The Anglo-Saxon nuns did not neglect the occupations peculiar to their sex. But manual labor was far from satisfying them. They voluntarily left the needle and the distaff, not only to transcribe manuscripts, and to illuminate them to suit the taste of the age, but above all to read and to study holy books, the Fathers of the Church, and even classical works."* St. Gertrude, in Dagobert's reign, knew all the Scriptures by heart, and translated them into Greek. She sent over the sea for Irish masters to teach music, poetry, and Greek to the cloistered virgins of Nivelles. From all these centres brilliant torches issued forth, such as Lioba, who founded the Abbey of Bischofsheim, Roswitha, and St. Bridget. It was by a holy woman that the study of Greek was inaugurated in the monastery of St. Gall. And the knowledge of the learned Hilda was so highly considered in the Anglo-Saxon church, that more than once the holy abbess assisted at the deliberation of the bishops assembled in council or in synod, who wished to take the advice of her whom they considered as especially enlightened by the Holy Spirit. But were we to enumerate all the examples of women in whom holiness has been accompanied by the gifts of the most luminous learning, the list would be too long, and we should have to go through all the first ages of Christianity.

STUDY—A DUTY.

I assert plainly that it is a duty in women to study and to instruct themselves; and that intellectual labor ought to have its separate part assigned to it, amongst their own special occupations, and their most important obligations. The primordial reasons for this obligation are important, they are of divine origin, and absolutely incapable of being rejected; they are these:—In the first place, God never makes useless gifts; in every thing that God does, there is a reason, an aim; and if man's companion is a reasonable creature; if, like man, she has been created in the image and resemblance of God; if she also has received from the Creator the gift of intelligence, the sublimest of all his gifts, it is in order to make use of it.

Besides, all the gifts received from God, in order to be of some use, ought to be cultivated. The Scriptures tell us that the soul, like the earth when it is

* *The Monks of the West*, vol. 5. This fifth volume and the two which precede it, written in the middle of a severe and inveterate illness, are prodigies of powerful inspiration, of tenderness and of elevation, and show the unflinching nature of a Christian, and a courageous soul, in the most grievous physical and moral trials. These are the books that I should like to see in the hands of every body—above all, at the present time, when we are inundated by such a wretched literature, and by so many writings of the most unwholesome description.

allowed to lie fallow, only brings forth wild fruits, "thorns and thistles." And God has not made the souls of women, any more than he has those of men, to be like a shallow, sterile, and unwholesome soil.

Again, every reasonable creature will have to give an account to God of his or her gifts; every one, according to the judgment of God, will be treated in accordance with the gifts received, and in accordance with the profitableness and the works of each.

God has given us all hands, which, according to the commentators, represent vigorous and intelligent action, but on condition that we do not return to him empty-handed. In short, He has explained Himself categorically in the parable of the talents, in which He declares that a strict account will be required of the use of every talent. And I do not know of any Father of the Church, or of any moralist, who has thought hitherto that this parable did not concern women as well as men. There is no distinction made here, each will have to give an account of that which has been intrusted to him or her; and human as well as divine good sense shows plainly enough that women, not more nor less than men, have the right to bury or to squander the gifts conferred upon them by God for the purpose of making a right use of them.

I will then say with St. Augustine, that no creature to whom God has intrusted the lamp of intelligence ought to permit herself to behave like one of the foolish virgins, in imprudently letting her lamp go out for want of trimming it; thus allowing the light to be spent, which is first intended for herself, and next, for others beside herself; and, since the question is about wives and mothers, for her husband and her children.

I say it without any hesitation, Christian morality alone teaches woman, with a decisive and absolute authority, her real rights and duties in their necessary reciprocal relation. Yes; until you have persuaded woman that she is created first of all for God, next for herself and for her own soul, and lastly for her husband and her children, but after God, with God, and always for God, you will have done nothing either for the happiness or the honor of your families.

The contrary system rests on a *Pagan view of their destiny*, and also, as has been truly said, *on the idleness of men who wish to retain their superiority without effort*. The Pagan view is, that women are only charming creatures,—passive, subordinate, and only made for the pleasure and the amusement of man. But, as I have said, Christianity has far other ideas. In Christianity the virtue of a woman, like that of a man, ought to be voluntary, noble, active, and intelligent. She ought to know the whole extent of her duties, and all the divine knowledge which can be derived from them, for the benefit of her husband and her children.

DANGER OF IGNORANCE AND FRIVOLITY.

Human nature requires to be instructed, enlarged, enlightened, and elevated in all its powers; and I must say, for my own part, that I have never found any thing more dangerous than repressed capabilities, unsatisfied desires, and a thirst unquenched. Thence arises that longing for knowledge which, for want of the good and the true, fixes on the bad and the false; thence arise those passions, naturally generous and commendable, which turn against truth and virtue; thence arise those crooked, bad, and perverse notions adopted by an ignorance which knows neither how to exercise choice, judgment, or restraint

—"conversi disrumpunt vos"—as saith the Scripture! Thence, in short, arise so many falls, so many shameless deeds, or, at least, such numerous and wretched frivolities amongst women! If these fine and ardent natures had been better directed, we should not have had to deplore their ruin; we should not have to groan over that sad lowness of level and mental tone—that feeble-mindedness of so many women naturally above par, who are intended to be the ornament of the world and the honor of their families, and whose education, stopped short in its development, has made perhaps elegant and accomplished women, up to thirty years of age, but has rendered them forever frivolous, ordinary, and useless beings.

I have sometimes heard mothers say that they would dread to see in their girls powers of mind rather beyond the usual run, and that they would try to repress them. "What would one do with them?" they say. "How find a vent for those great powers in the midst of that real life, which is so contracted, so paltry, and which is woman's lot at the end of the first years of her youth."

This opinion has always secretly disgusted me. What! You wish to prevent the development of the Divine flame in a soul which God has gifted with a spark of ideal life! You respect this gift in men, on condition however of its being employed in practical life, that is to say, of its being used to gain money and to add to a social position; but as the utility of great things is less lucrative among women, it is deemed more advisable to suppress them. Cut off, then, the branches of this plant, which would want too much air, space, and sun. Do away with this useless sap. But this plant ought to have become a large tree, and you are going to make a stunted shrub of it!

Ah! beware by your mutilation of making it first suffer cruelly, and finally depriving it of all life. To extinguish a soul that God has created to be a shining light, is to inflict an inward suffering that you will never be able to cure, and which will perhaps cause that soul to go astray, and exhaust its powers in vague and exaggerated aspirations. There is no torment to be compared to this sentiment of the beautiful which is quenched at its birth, to that poignant grief of a soul which, perhaps unconsciously, has missed its real vocation; and this word, which seems to express a call from on high, that most serious and irresistible call, is as applicable to women as to men—to the ideal as well as to the actual condition of life. "Our soul," it has been said, "is a thought of God;" that is to say, that there is a Divine plan for it, the realization of which is either furthered by our efforts or checked by our want of energy, but which does not exist the less in the Divine goodness and wisdom. And to realize it, all the development of our soul, our heart, and our intelligence is necessary. It is difficult to foresee beforehand the destination God has attached to his gifts, but it is true that He intends them for some object, and that this providential vocation, supposing that we are rigidly faithful to it, will by obeying its behests avert any dangers that we had feared from its consequences.

Above all we must consult the different natures we have to deal with, and only attempt to develop them according to their capabilities. I would not certainly create factitious talents, by means of a cultivation which is not demanded by Nature; but neither would I leave fallow a soil that she has enriched with her gifts. An incomplete development, a smattering of sciences and accomplishments, are most dangerous for a woman; they show her a higher horizon, without giving her the strength to reach it; they make her believe she knows

what she is really ignorant of, and they thus entail a disturbance, a disorder, and an ostentation which often produce lamentable aberrations.

A woman of the world, whose position obliges her to see a great deal of it, but who understands her duties and fulfills them well, wrote to me as follows: "In general, women know nothing, *absolutely nothing*. They can only talk about dress, fashions, steeple-chases, the absurdities of each other. If you turn the conversation to a subject of history or geography, or if you talk about the middle ages, the crusades, the institutions of Charlemagne or St. Louis; if you compare Bossuet to Corneille, or Racine to Fénelon; if you pronounce the names of Camoens, or of Dante, of Royer-Collard, or of Frederick Ozanam, of Montalembert, or of Père Gratry, the poor woman will be struck dumb. She can only entertain young women and frivolous young men. Equally incapable of talking on business, art, politics, agriculture, or the sciences, she can neither converse with her father-in-law, her clergyman, or with any man of a serious mind. And yet, *the first talent of a woman is to be able to converse with every body*. If her mother-in-law visits the poor and the schools, and wishes to enlist her in her pious undertakings, she neither understands their aim nor their bearing, for a good and compassionate heart is not sufficient in a certain class for works of charity. In order to acquire influence, to give any benefit its full value and moral bearing, a degree of intelligence is required, which 'is only attained by attentive study and reflection.'"

And now I must go still further, and show the fatal consequences of such a state of things for religion, for society, and for families. I will say the whole truth. I know, and I have blessed God for the sight, all that a woman, a Christian mother, is able to do in her family; how many things may be introduced by her influence, how many ideas at first decidedly rejected, are adopted by her means; religious ideas, charitable ideas, ideas of devotion, resignation, pardon, and daily work. But it must be confessed that these ideas of daily work are those which are the most rarely embraced.

The painful truth which I wish to state here is, that education, even a religious education, does not always give, and indeed gives too rarely to young girls and young women, a serious taste for mental labor. Deputies from God to the domestic hearth, guardians of the holy traditions of faith, honor, and fidelity, even Christian and pious women seem too often the enemies of mental labor, whether for their husbands or their children, and especially for their boys. I have seen some who had great difficulty in not considering as a personal theft the time which is given up to it. Was it the fault of their intelligence and their aptitude? I have never thought so—quite the contrary: and I attribute this distaste for mental labor, in the first place, to the flimsy, frivolous, and superficial, not to say, false education that is given to women; and, in the second place, to the part which is allotted to them in the world, and to that assigned to them in their families—even in certain Christian families. Women are not to study; there is to be no studying about them; they are to do nothing. They themselves do not wish to see any body really occupied around them, or at least they encourage neither their husbands nor their children to do any thing that is of a serious kind, and which requires trouble and devoted attention—and sometimes they go so far as to oppose it, when their pleasure or their liberty may suffer by it. And it is a very great misfortune; for here they have the most fatal influence! In vain we say to men: "Work; accept the offer of employ-

ment; at least occupy your time." As long as women are there to destroy the effect of our advice, our words will be in vain. As long as mothers advise their daughters not to marry a man who has a settled occupation, as long as a young woman makes use of all her arts to dissuade her husband from working, as long as the young mother does not impress upon her son the necessity of instructing himself, of cultivating his mind and his faculties as he would a precious plant, the law of labor will be despised. Yes, in the actual state of our habits, and family life being what it is, women alone can really promote mental labor, prepare minds for it at an early age, render it possible and easy; yes, even insist upon it, and bestow their esteem, their encouragement, and their admiration on its adoption.

ADVANTAGES OF INTELLECTUAL LABOR.

It is a mother's duty to attend to the soul as well as the body of her child; she can even be more easily replaced in his physical than in his intellectual and moral education. For the former so many people can help her; for the latter, unless she is surrounded by obstacles, she reigns alone. To follow the development of mind and the studies of a young man, to watch over him, to guide him with that influence that is given by a sound and authoritative judgment, by a capacity joined to kindness, and thus inspire confidence and admiration—all this implies a combination of intellectual qualities which are far from ordinary.

How many mothers have lost all power over the souls of their sons, because they have been unable to nourish and to develop their intellectual, as they had done their physical being! To be a mother, a mother in all the elevation, the extent, and the depth of the word—that alone justifies all the noble efforts of a woman to acquire the greatest superiority of mind.

No unity can last in married life, unless the fellowship of hearts is accompanied by the fellowship of minds. As a woman loses the charms of youth, her husband must perceive that her mind is developing, and love must be perpetuated by esteem. The husband, if he has capacity, is then entering into the most active period of life, he is occupied with the most varied pursuits, whilst too often his wife, having only received from her education severe principles, with the habit of futile occupations, bores him with her mechanical devotion, her music, and her canvas-work.

There are numerous serious occupations and interests which prevail more and more in a man's intellect, and with which an idle woman can not sympathize, and then that chasm arises between them which may be called *the separation of minds*. A woman, on the contrary, who has studied, shares her husband's serious occupations, she supports him in his labors, in his struggles. She follows her husband, and precedes her sons; she adopts in her home that high position which renders her the supporter and the counselor of man. She feels that her husband is proud of her, and that he requires her. She does not make a boast of it, but she rests securely on her happiness, for she is confident that nothing can disturb a union which has for its basis the perfect fellowship of two souls and two minds, and that the love of both will last as long as the souls whom it unites.

It ought to be well understood, that a woman, in becoming a Christian, has become the companion of man, "*Socia*;" and what is more, an assistance, a

helpmate, a support, and a counselor: "*Adjutorium*"—Religion, which has raised her soul and her heart, has also rendered her mind capable of understanding, sometimes of equaling, and above all of helping the mind of man. In making her weak in body, God has given her the germ of all that is great and morally strong. There are no noble works in which women have not been mixed up; at first the teachers, then the inspiring geniuses of men, and often the sharers of their labors. There are women who have devoted their minds at the same time as their lives, to a man it was their duty to love, and who have continued to share in the tone of the thoughts of which they were made the first confidants, those thoughts that unfold with greater brilliancy and vigor from the double light that shines upon them.

DANGERS OF INTELLECTUAL CULTIVATION.

Doubtless this intellectual cultivation may be accompanied by three dangers, but the remedy is an easy one.

1. *The neglect of practical duties.*—This danger must be averted by strengthening, practical education; in growing girls the habits of order and regularity, which double time, and fix a place in life for each thing that is to be done; and above all, a true and real piety, which is nothing else but the courageous accomplishment of every duty.

2. *The undue indulgence of the fancy,* which causes a craving for intellectual enjoyments, that can not always be satisfied. But here, again, all may be balanced. The important point is, that education should be made to correspond with the gifts of God, without either going beyond them or stifling them. Usually they bring with them the counterpoise of their dangers. An excessive cultivation is dangerous, an insufficient cultivation is not less so. Piety is here also a great aid.

3. *Pride and vanity.*—Good sense cultivated in a Christian point of view can alone prevent it. We must, however, observe that if the cultivation of the mind, like the attractions of the body, can excite pride and vanity, study has at least a counterpoise; it puts something serious and luminous into the mind, whilst the success produced by beauty and dress is always accompanied by frivolous or bad sentiments.

Give a woman all the knowledge, all the talents, all the development of which she is capable; and give her at the same time Christian humility—she will be endowed with a much truer and more amiable simplicity and modesty than a poor Hindoo, who thinks herself an animal of a species rather superior to the monkeys in her yard, but very inferior to the nature of her husband. This enlightened humility is a real virtue, and will become the mother of many other virtues, and the inspiration of the highest desire of perfection. For humility does not prevent us from recognizing the progress we have made, nor does it close our eyes to the merit of others; it makes us see our own deficiencies, and even if we had reached the summit of knowledge and human cleverness, it would still show us in every department a superior ideal to excite our efforts without producing pride or discouragement. Let us be well persuaded that a cultivated mind understands its duties better than any other. It is intelligent humility, that is to say, real modesty, which preserves us from pedantry. In learned women, it is not their knowledge which displeases, it is their pretension.

If I press this point, it is because my adversaries insist upon it the most of all. They still repeat, "*that* is the great danger." But, in my turn, I also repeat, the brilliant notoriety that a literary or artistic talent can give a woman, is not the greatest cause of vanity that can be apprehended for her. As I have already said, an empty beauty and worldly triumphs fill a woman with herself in a very different way, and danger is not likely to be corrected by the cause which produces it. Study and the arts, in raising the mind, serve as a counterpoise to any vain feelings they may excite; and I see no similar guarantee in the successes obtained by advantages of another kind. The whole question is contained in these words: that great gifts are accompanied by dangers, against which education must have strengthened the possessors beforehand.

Education must adapt itself to diverse natures; in developing the germs God has placed in those natures, it must direct this development with a firm hand, and prevent its wanderings and its caprices. It must also produce a moral development, in harmony with the intellectual one; it must balance justly ideal and practical life, which are less contrary to each other than is generally supposed, and the harmony of which alone constitutes the dignity of existence. "The example of Germany," says somewhere Alfred Tönnies, "proves that family and household life, and the fostering of true and simple affections do not exclude cultivation and elevation of mind among women; that, on the contrary, they develop and purify them. Are not those who have most emancipated themselves from household cares, the most frivolous, the emptiest and the vainest, and do we find that this independence has contributed to make them more studious or more accomplished?" I am fain to confess, however, that education is more important and more difficult in a richly endowed nature; but the task is a nobler and a more gratifying one.

THE HOME OF A STUDIOUS WOMAN.

It is in the homes of the artist, the physician, the lawyer, the judge, the professor, the learned man, that are most often seen those studious able women, who understand the arts, who themselves possess true talents, who are very well informed, without the possibility of any body calling them *blue stockings*, because their intelligence is a part of the honor and the treasure of their families, and it is by the help of this intelligence they procure ease and comfort to their homes, and even that delicate luxury with which riches have nothing to do, and which is all owing to a woman's taste. The shape of the furniture is good, and the arrangement is graceful, the engravings recall those works of art which are most preferred, and show what is liked in the house.

Flowers, pictures, books, a small but well-chosen library,* music, pleasant

* There are some women who have no books, because they must have fine editions and expensive bindings. They do not look upon books as helps to study, but as ornaments which add another elegance to the many elegancies of their abode. It is a strange thing to say, but the price of one ball-dress would suffice to purchase a good library. A person once said to me:—"I have given up reading, for only very rich people can afford to have books." I answered: "It is, usually, very rich people who do not possess them." In fact, it is an exception to find the taste for occupation and the outward signs of intellectual pursuits in certain opulent families, with whom the world absorbs every thing, and whose time and money scarcely suffice for the exigencies which are made necessities. In many unpretending and well-regulated homes, on the contrary, intellectual life has its assigned share in daily life, and the sacrifices that are voluntarily made for its cultivation, are precisely what tend to encourage it.

literature, every thing shows a home that is much lived in, seldom left, and where happiness is to be found. It is not one of those empty and magnificent abodes, whose possessors are always absent, pursuing pleasure with a feverish activity, and flying from the weariness of a home which has no charm except during the time spent in furnishing it, and which becomes a bore as soon as the gilded chairs are put in their places. In the little apartment of the third story, the mother is surrounded by her children. She brings them up herself! God be thanked, she is obliged to do so; and how she is rewarded for her trouble! She reigns over her children, who understand the merits and the sacrifices of their mother, and who love her dearly. They soon know the happiness of being born in a condition in which a mother has not fortune enough for servants, tutors, and governesses who would occupy her place. Also, what a difference between the two educations! The sons take the first places at school and at college; the girls receive that superior education which I should like to give as a model to the girls of the fashionable world. They wish to be equal to their mothers, who work with them, who direct them, follow them, and both interest themselves and take an active part in their studies. The law of labor is more incumbent on a mother than on any other creature; the soul of her child is the field that she ought to cultivate by the "*sweat of her brow*," nobody ought to take her place, and if the most complete educations are the products of the humble abodes I have mentioned, all the honor is due to those laborious mothers.

How many young men owe their coarse tastes for horses and dogs to the mercenaries that have brought them up! A mother implants other tastes and ambitions in the heart of her children when she brings them up herself. Sometimes she is a prey to the anxious thought, whether she can give enough honor and faith to the conscience of her children, in order to inspire them with the courage of bearing in their turn this humble existence, without ever consenting to increase their fortune by a base action. In her anxiety, she redoubles her efforts in educating them, for she knows their education is their dowry, and she becomes more painstaking, more virtuous, more courageous, in order to transmit to her children this admirable pride of her soul, and in order that they may obtain this grace from Heaven.

And the children who witness the exertions of their mother, have a secret desire to relieve and to reward her. The wish to do right is much stronger in these homes of humble happiness, and the satisfaction of performed duties makes every member of the family contented with his fate and cheerfully submissive to his God. The whole day is one of active exertion. The father at his work, the mother manages the house, takes the children to their classes and catechetical instructions, and in the evening each member of the family is tired with the labor of the day and wishes to remain at home. It is the hour of rest, of the children's games, the hour of talk, of reading, of music, of intimacy, and of gaiety. The day ends quietly, without that worldly whirl, which is so great a trial, even to the most virtuous and Christian-like women. A mother thus occupied can never think of giving herself up to a purely personal pursuit. She has studied whilst she was a young girl and a young woman. Now she is always at the service of others. But this disinterested labor, which is both labor and sacrifice, raises her soul and her intellect better than any other employment of her faculties. There is no fear that she will be either vain or

pedantic. And yet what an immense labor is hers, in giving her children all their lessons! One is astonished at the extraordinary efforts produced by maternal love that a mother makes to fulfill her duties. Do not marvel, then, to find her so full of capacity, so elevated, so active, so intelligent, so indifferent to the empty gossip and the frivolous coqueties of the world.

BAD EDUCATION.

What is wanting the most in the education of young girls, and in the life of young women, is consecutive study and attentive reflection. This is a serious and almost always an irreparable evil, and as it is the fault of education, I will say in a few words what I think of the education of girls, and of its deficiencies.

The greater number of girls spend seven or eight years of their education in practicing the piano, two and often three and four hours a day. But this accomplishment, to which so much time is given up, and which might enlarge the mind and the soul to so great an extent, usually only ends in those "soulless talents" of which Töpffer speaks, which derive their existence from vanity alone; talents which are both useless in practical life and "unconnected with the mind," and which are almost always given up after marriage.

This charming writer, who breaks out with so much energy against the use that is made of the arts, in the education of young people, and on what are usually called "ornamental talents," or accomplishments, exclaims:—"How many of these ornamental talents I have seen and heard, and how few pleasant ones! Girls take interest in nothing, understand but little, and do not feel at all. . . . I think, on the contrary, that they might seek in the arts, together with an amusing pastime, a refreshment for their hearts, minds, and imaginations; and derive from so many faculties, that the usual occupations of women either destroy or leave uncultivated, a result which would lend an inexpressible charm to their souls." Instead of this, music is made a sort of material study, which scarcely ever reaches the soul, and not even the most ordinary comprehension of the art! Most girls only aspire to mechanical perfection, they do not attempt to penetrate into the sanctuary of the art, and find nothing in it to raise and exercise the nobler faculties. How many spend four hours a day at the piano, and yet have no knowledge of the masters, the schools, or the styles—no æsthetic sentiment, and neither the sense nor the perception of what they are doing! "Music," says the Père Gratre, "has been transformed into a brilliant noise, which does not even soothe the nerves."

The music-masters only care about giving a rapid execution; very few endeavor to form a good style, to make the composers understood and appreciated, and to explain the connection of the ideas of harmony and melody. The result is, that these poor girls, after they have spent a good part of their lives at the piano, execute skillfully with their fingers what their minds do not at all apprehend. It is about the same as if they incessantly recited passages in an unknown tongue. No! Literature and musical æsthetics must be attended to quite as much as mechanical dexterity; otherwise the pursuit is a species of barbarism. In Germany, where music has a great share in the education of girls, it is made a more serious pursuit. They learn harmony, they ascend from mechanism to art.

Drawing is often treated in the same manner. I have seen people who drew with accuracy, and even facility, not able to distinguish between a good and a

bad picture, and who do not know whether Raphael was the master or the pupil of Perugino. Even their talent for drawing did not develop the sense of the beautiful in their minds.

The world gives up to girls the province of music, on condition that their souls shall not be raised by it, and that they will make it a means of wasting their time; and as to the plastic arts, the taste for painting is already beginning to awaken criticism, and M. de Maistre was frightened at seeing his daughter paint in oils. In one word, the arts are to be reduced to ornamental accomplishments, and the sumptuary laws are still more severe about literary studies.

At a certain age, with the exception of music and drawing, the education of a girl is considered to be finished. "Since my eighteenth year," a young lady to whom I recommended study thus writes to me, "whenever I begin to study, I am always asked if I have not finished my education." Finish one's education; that means, to write nothing but letters, to embroider, and to cultivate accomplishments, if one happens to have any!

"But," say my objectors, "young girls are taught a vast quantity of things during their education."

Doubtless they are, and this is exactly what I complain of: girls have not to take a degree, and all their education tends to give very extensive and very superficial general notions. Nothing serious, grave, or deep, but a smattering of every thing; and, as was said by an intelligent minister, "who does not know, that what is gained in point of surface, is lost in point of depth?"

General notions, and no real knowledge, ornamental accomplishments, and no serious talents, nothing which raises the soul and matures the mind; this is exactly what is wanted, to shine for a moment, and to fall short of being "*something*" and "*somebody*." This is exactly what is wanted, to leave off doing any thing, as soon as the education of the convent is over. Now, it is precisely an opposite course that ought to be adopted, if the object is to produce serious and persevering women, who may be one day useful to their husbands and their children.

CONTINUOUS STUDY AND WORK.

Work is a faithful friend at every age and to every disposition, for those who have adopted it as a companion in the journey of life, and it gives cheerfulness to the outward, and serenity to the inward man. In order to give women the habit of work, they must be impressed as girls with the fact that their education is not finished at eighteen, and that their first ball-dress does not possess, any more than a bachelor's degree for young men, the power of giving the finishing touch to their attainments. At that age they scarcely know even the primary notions that would enable them to study by themselves. They no longer want any leading-strings in their education, and that is all. They are only ready to go on and to enjoy the pleasure of working by themselves. If a girl could be made to believe this, a wise future would be her sure portion.

RIGHT BRINGING UP.

What does it mean to be well brought up? It means, to develop her intelligence, her heart, her conscience, her character, at the same time as her practical faculties, without neglecting her health, her physical strength, nor even, within due limits, her outward charms; in one word, to render her capable of forming

not only an element in the life of man, but of sympathizing with his thoughts, and to realize in marriage that intellectual union which is the perfection of a moral bond and a fellowship of interests.

There is sometimes a distinction made, in classing women, between *the useful woman*, *the agreeable woman*, and *the clever woman*. The useful woman understands business and the management of her house; the agreeable woman makes herself pleasant in society; the clever woman can both read and talk.

Well, I should say that a woman, to be what she ought, and to fulfill her mission, should combine these three things. United, they would make a harmonious being, that I should call *the distinguished woman*, that is to say, a woman capable of managing, understanding, and doing every thing in her family; a woman who can be pleasant without being flighty, careful of her dress without being frivolous; a woman who rules her life by submitting to its exigencies; who accepts the material part of it without neglecting it, but without allowing it to absorb her existence; and if I may be allowed the expression, makes it the pedestal of a higher state of being. Her soul gathers from noble sentiments and solid principles, courage enough for every form of devotedness; her intellect finds in the sense of the beautiful, in the intercourse of great minds, and the habit of serious thought, that elevated good sense which Joubert called *the exquisite form of good sense*, and which he wished to infuse into common sense, in order to render it more than ever the *primum mobile* of human life; the wise common sense which would be as solicitous about material as well as all other interests, and which, in that science of life which is above all other sciences, would know how to regulate all its elements, and give to every want of the mind and body, to every mental aspiration and every social relation, the part conformable to the order, the duty, and the dignity of the soul of man.

The best stimulant for women is the taste for the beautiful, which finds its own reward in the noble enjoyments it affords, in the dignity it imparts, and the assistance that it renders to its votaries. But, however this may be, the principle which, in our opinion, ought to predominate in the education of women is incontestable. If the qualities which ought to be combined in a woman are separated, what is the consequence? A useful managing woman, that is, a woman who is a pedant in her own way, tiresome, graceless, incapable of coping with any thing but material life; or a woman of outward show, a frivolous woman, reigning over dress, or rather allowing herself to be ruled by it; or, finally, a variety of the clever woman or of the woman of letters who, in order to mimic man, forgets the charms, the gifts, as well as the duties of her sex.

PURSUIITS ALLOWABLE TO WOMEN.

The pursuits, even according to M. de Maistre, which are allowed to women are:

1. *The best Literature.* Serious and agreeable literature, which is a very wide field, and possesses both a substantial and a superficial charm. To speak only of *History*, the field is indeed an extensive one. It even comprehends a philosophy which their minds are perfectly capable of understanding, and the ideas of which—partaking at the very least of the nature of essential ideas—are necessary in order to fix their “mobile” minds, and to give them accuracy.

To teach a woman to reason aright, and consequently to put duty before every thing else, this is essentially educating her, in a way that is necessary for all classes and all conditions.

2. *The Arts*; which suit so well their imagination and the grace and delicacy of their natures. And here I can not help remarking, before I proceed, that the most dangerous of the arts is freely conceded to women, an art which is really the most incompatible of all with their duties and their vocation, while the pure and elevated regions of intelligence are considered not to be their province. Several men who depreciate women's æsthetic writings and performances in art, would not on any account do away with female singers and tragic actresses. But the answer to this will be, that it is precisely because women artists degrade themselves more or less, that virtuous women can not be artists. Certainly, I quite agree, and even go farther than merely agreeing, but I can not help adding, that at least the fact is recognized, that women are capable of taking a high position in art, and that some among them have received the Divine gift. If they have received it, then it must be in order to make use of it, honestly and nobly, without doubt; but *to make use of it*. This very fact refutes the restriction.

3. *The Beautiful*. If a woman is able to express this, she is able to express it in all its diverse languages. Art is identical to itself in its principle, whatever mode of expression it adopts. Painting, music, poetry, eloquence; the beautiful expressed in language, the beautiful expressed in style, or by an inspired voice, is always the same beautiful which has taken a perceptible form to reveal itself to our souls through the medium of the senses. Every one can invest it with a form, which is, however, not a matter of choice. If you allow one form to women, and that form the most frivolous and the most dangerous of all forms, why forbid them the others? It is not because they lower themselves with the art which caters to your pleasures, that they are therefore unable to raise themselves with noble, honest, and serious art. If a woman can be a singer, she can also be a musician in the elevated sense of the word; she can also be a writer and a painter.

4. I have elsewhere said, how far, in my opinion, a woman can take up the sciences, and, indeed, study agriculture. This last operation has created some astonishment. I will only answer this by quoting some fragments of a letter that a very remarkable and a very sensible woman, who speaks of what she herself practices, wrote to me on this subject.

"How right you are, my Lord, to advise women to take their part in business, to learn to be serious, and even to study agriculture. I am an instance in point; for now that my sons are in the army, that I am separated from all my family, almost constantly alone with my husband, and always in the country, what would become of me, if my mother, from my infancy upward, had not given me the habit of interesting myself in every thing I saw and heard? Agriculture, with its hindrances and its progress, forms an inexhaustible source of conversation with my husband, with the priests, the village attorneys, the farmers, the country neighbors, the small town's people; a less exciting subject than politics, and which can be discussed with all of them according to their several capacities. My husband does not disdain to talk to me about manure, or alteration of crops; I have my theories about draining, beetroot, and colza, and he thinks me very advanced, perhaps too much so; nevertheless he never builds a

shed without consulting me; and before a lease is signed he always reads it over to me, two or three times over. I think it is very important for women and for their children that they should be initiated into business, and that they should know something about the employment of capital in the management of money; they ought not to *decide*, but to *listen and advise*. Most husbands like to talk over these matters openly, this subject being more interesting to them than any other. But in a general way they are not listened to, they are yawned at and not understood; so the husband becomes silent on the subject, takes the habit of managing alone, and following his own inclination, and there's an end. At the beginning of marriage, a young husband says every thing that a wife will condescend to listen to; later, he will think that she wishes to exercise some control over his affairs, and the more necessary her interference might be, the more wounded he would feel by it. Capacity, and some serious occupation, are necessary for women."

5. In one word, I wish women to be able to cultivate such and such an art or science, and even endeavor to attain rather an eminent proficiency in it, undisturbed in this very honorable pleasure without incurring the terrible anathema—and for the last time we will use this current and coarse expression—hurled against "blue-stockings." For, if there are women who, at the same time that they attend both seriously and thoroughly to the management of their house, raise themselves above purely material life by the love and the comprehension of the beautiful, endeavor to derive from it a refined enjoyment and pure emotions; who, in short, like to cultivate their mind, and are engrossed by all the interests of the good and the true, it is really odious to make this a matter of reproach.

6. I have also spoken elsewhere of the great use a woman would find in noting down from time to time and consecutively, as in a sort of private diary, her impressions and her reflections, at least on the important events of her life. But there is also another diary to be kept, besides this one, of the inner life of the soul, and the usually limited events of family life. A woman might keep a second journal, in which she might note down, not every day, (this would be too much,) but from time to time, some serious reflections or graver thoughts, a sort of journal in which she might write an analysis, or even a phrase of a discourse or of a conversation that had happened to strike her, an observation made on some journey or excursion, on some building, or in some gallery; and these are valuable recollections to fix, because they soon evaporate, and when they are thus fixed, they remain as a sort of triumphant acquisition for the mind. The habit is thus taken of intelligently seeing and listening, and of incorporating what one has seen and heard. As for "*the diary*," properly so-called, not written at all in a serious and Christian-like spirit, I own that this sort of diary would rather frighten me!

7. Above all, there is the study of religion. I have dilated very much on this subject in a former work: "*Letters to Men and Women of the World*," and I will only add one thing: It is above all in the higher classes, in which fortune authorizes what may be called the luxury of education, that religious instruction ought to be carried as far as the capabilities of a young man and woman will allow—doctrines, morality, the proofs of religion, the explanation of ceremonies, ecclesiastical history, works chosen from the early Fathers, great pulpit eloquence, lives of the saints, &c. &c. I have entered into detail about all this.

But above all, I should wish, that in the course of education, there should be an historical and progressive study on all that concerns religion. And besides, religious facts are intimately connected with the facts of modern history; a true idea of the latter can not be gained without a knowledge of the former.

A PLAN OF LIFE AND A METHODICAL ORDER.

Life is a serious thing, and it must not be given up to caprice or chance. Life is long, and during the succession of its years, and its diverse phases, it entails many duties; and together with these duties, heavy responsibilities. Life is sometimes hard to lead; we are not always young and smiling; trials, struggles, laborious exertions, crosses of all kinds, soon fall to our share, and they are the real essence of human existence, for amusement and pleasure are only its brilliant and deceiving surface.

Human life is complex, and it really includes three lives, each of which has its necessities, its labors, and its duties. There is the material life: it is lowest, but it must be thought of; then, in a higher region, there is intellectual life—woe to those who despise it; and finally, rising and towering above the two others, there is the spiritual life, for "man is not made for bread alone," but for eternity. There is the life of the body, the life of the mind, and the religious life of the soul.

The guidance and responsibilities of life assume gigantic proportions, when one begins to enter personally into existence, and assume control both of self, and of one other existence, and possibly of many other existences which are to arise from this God-ordained union. Have you thought of these duties and responsibilities? There are the conventional duties of society. There are the duties of your position—your special work. There is a house to be kept up, a fortune to be acquired, or to be attended to, and the current expenses to be balanced by your income. There is, if you wish to be somebody, and something, your individual life, your pursuits, your particular studies. There are also the claims of charity and of good works. And finally, as you have a soul, an immortal and a celestial destiny, there is, supposing you are Christians, the care of the soul, and your duties toward God. In short, duties and obligations of all kinds surround you. And no one has the right to tear asunder these united existences or to disregard their diverse and associated responsibilities, and they can not be regulated and discharged without reflection, forethought and plan.

It is beforehand, and from the beginning of their marriage, that the husband and wife ought to consult together about the plan of their future life, and this plan ought to be a wide and a serious one, which embraces the whole of existence. The duties of each, the profession and the position of the head of the family in his country; the children, their future and social relations; individual life; middle age, old age, and death; in one word, real existence, with its great features and its great phases: and it is to these great features, that all their actions, at the very first and from the earliest beginning, must be attuned in perfect harmony. In this way only, can a man show himself worthy of the authority and the dignity he has received from God. In this way only, can a woman make sure of the goodness and the unity of her life, and avoid the sad want of harmony that must arise in an existence which has never been subject to rule, between her youth and her old age.

Whilst, on the contrary, if life is well regulated, there can be a wonderful

agreement between the different ages that God has decreed that she shall pass through, and that she ought to be prepared to meet one after the other; shedding a charm and a general atmosphere of goodness around her.

It has even been observed among women whose lives have thus been spent in regularity and virtue, that when the fugitive beauty of youth is past, there remains a certain pure and superior beauty, which arises from the serenity and peace engendered in the mind by the happy harmony of their lives, and the constant and intelligent devotion to their duties. Then, as it happens to a well-built edifice, years pass over it; but far from their weight overwhelming it, they only add to its firmness and its beauty. And, if its rude breath sometimes carries away a delicate tracery, the building is not shaken, it is but touched by the storm, and the noble and beautiful harmony of its great features remains unscathed.

I do not pretend to say, that in the plan of life, however well it may have been laid out, one is able to foresee and to master all possible events; I only say, that a plan, and a plan alone, can introduce unity, harmony, and real beauty—which is the beauty of the whole—into a human existence.

The plan of life shows the aim to be attained, the methodical order gives the means of attaining it. The plan of life is the conception, the ideal, the theory: the methodical order is the daily and incessant practice of it. The first is the attainment of that supreme art which I should like to call the secret of life, that is to say, *the secret of conciliation*. In fact, do not duties, affections, and tastes often seem to contradict each other?

I know that a great deal of firmness, gentleness, and perseverance is necessary in order to gain one's liberty, to make one's hours of occupation respected, without neglecting at the same time any duty; in short, to give oneself up, and to keep oneself back at the right moment. It is a question of method and of order, like most questions of daily conduct. In order to have courage enough for this contest, women must be well convinced of its justice. But they are too much afraid of only consulting a taste, when, on the contrary, it is a duty, not to leave the powers of their mind uncultivated; yes, both a pleasant task and a duty.

Study makes women like their homes, where they are always called back by the love of some pursuit they have in hand. How little they then want the excitement of visiting and the whirl of the world! What a pleasure they find in getting back to their room, their books, and their drawing! How quickly and lightly they walk, in order to get home! And how a love for study occupies all the place in the heart and life, usually taken up by the unbridled and ruinous taste for dress and luxury! Another great art, that will be shown by a good method, is what I shall call, the *art of utilizing lost moments*.

They will get up,* but health will interfere; the husband will come in, and

* Let those who like to sleep longer than they ought, and have not the courage to accustom themselves to the easy effort necessary to make early rising so little an exertion, allow me to quote those beautiful verses of Dante. Dante had just sat down, being quite exhausted, and Virgil reanimates his failing courage by this vigorous exhortation:

"You must arise at once, Fame is not to be attained on a feathered couch:

"And he who does not spend his life in the pursuit of Fame, will leave no more trace upon earth than the smoke in the air or the foam on the wave:

"Then arise! conquer yourself by that force of mind which can conquer in every contest, if it does not allow itself to be overcome by the weighty body."

DANTE, *Inferno*, Canto 24.

talk over business, plans, &c.; the workmen, the children, small and great, will invade the room; a mother of a family has no hour to shut herself up, and to prevent any access to her.

How many women, and even girls, spend their lives under the yoke of these really tyrannical habits. And it is so much the more difficult to break through them, as they are called by the name of devotedness and family virtues. If you say to these girls, "crushed, flattened," according to M. de Maistre's expression, "by the enormous weight of nothing:" "Make an individual life for yourselves, withdraw for a few moments;" they answer—"But I can not. I haven't a minute I can call my own. If I leave the drawing-room, my room is invaded, there is 'just one word' to be said, and one has to stand for a quarter of an hour; and after that one sits down, another person comes in, and time is thus swallowed up; so that, notwithstanding all my patient efforts, I am unable to hide my annoyance sufficiently not to be considered as a rigid person and as a woman who is full of occupations"—a term synonymous with a blue-stocking!

Well, my answer to this is, that in the absence of regular hours, if there are really none at her disposal, let a woman devote her lost moments to study; there are always some in the best employed lives. One has at least, almost every day, disengaged moments several times in the course of the twenty-four hours; and a woman thus placed must accustom herself to study at odd times. When one knows how to profit by the least portions of time, one works wonders. The Chancellor d'Agnesseau used to say, "These are the volumes I have written during the five minutes of each day for the last twenty years, that Madame d'Agnesseau has been too late for dinner."

The women who are the most cheerful, the most even-tempered, the most ready to do a service, and I will add, the most healthy, are intelligent and industrious women, who have found in a methodical activity the secret of never losing a moment, and of thus conciliating their duties towards God, towards their families, towards the world, and towards themselves.

It is impossible for a woman—no less than for a man—to do any thing really serious, if she goes into the world every day, and keeps late hours at night and gets up late in the morning. It is the death of intellectual life; too many hours are given to the world in the evening, and to visits paid or received in the daytime. And what is most favorable to intellectual pursuits in a methodical arrangement of the day, is to devote the morning hours to them. I can quote here a great example, that of the illustrious Madame Swetchine, and I find in her life the following passage: "Madame Swetchine had strongly exhorted me to reserve myself, at all times, some hours of entire liberty every morning. 'Time is different,' she used to say, 'in the morning, to what it is at any other hour of the day.' And it was not only in order to consecrate to God the first hours of the day, that she began it so early, but also to have a considerable time to devote to study. She told me, that the pleasure she derived from study only increased with her years. 'It has reached such a point,' she added, 'that when I approach my table, in order to set to my beloved occupations, my heart beats with joy.'"

I will just add the following advice to that given by Madame Swetchine: "Examine, set in order, and resolve upon your morrow's work; the evening before, arrange the matters in hand relatively to their importance, and act accordingly. You will thus learn the secret quickly of finding time for study and for every thing else."

ELEMENTARY SCHOOLS AND TEACHERS' SEMINARIES IN PRUSSIA.

BY HENRY E. DWIGHT.

TRAVELS IN NORTH OF GERMANY IN 1825-26.

LETTER XV.—*Common Schools—Seminaries for the Education of School-masters—Importance of introducing them into the United States.*

BERLIN, 1826.

THE elementary schools of Prussia are entirely under the direction of the government. No one is allowed to act as an instructor in them, without a previous examination, and a written permission from the committee of examination. At the present time there are more than twenty thousand of these schools in the kingdom, of which seventeen thousand are in the villages, and the remainder in the towns. For the preparatory education of these instructors, one or more seminaries are established in every province, and are supported by the government. The object in forming these institutions was to introduce a uniform system of instruction throughout the kingdom, as well as to prevent any person who was not qualified, from attempting to teach the peasantry. To these seminaries all those who wish to become instructors in the elementary schools are required to repair, where they are taught every thing necessary for their future station. Here they remain from two to three years, the time being regulated by their capacity, and their qualifications at the period when they commenced their course. They study, at these seminaries, geography, arithmetic, the German language, and the Bible. Here also they are taught the best modes of educating, and of governing children, as well as the subjects they are to teach. After they have finished their course at the seminaries, they are examined, and if found qualified, they receive a certificate to this effect. This paper, with a certificate of their baptism and moral character, which is signed by the pastor of the church they formerly attended, is presented to the government, or to its agents, who immediately enter their names on the list of instructors. By the

* HENRY E. DWIGHT, the author of "Travels in the North of Germany in 1825-26," published in 1829 in New York, was a son of Dr. Dwight, President of Yale College, in which institution he received the best culture of the period in this country. Having spent several years abroad, including two in Germany, where he was particularly interested in the educational institutions of Prussia, he returned to New Haven, and in connection with his brother, Rev. Serrano Dwight, D. D., established the New Haven Gymnasium, avowedly on the plan of the German Gymnasium. It started with the brightest prospects, which were suddenly darkened by the death of its projector in 1833.

To these "Travels," and to the interesting conversations of Prof. Dwight, and to the "Letters from Silesia" by John Quincy Adams, the author of this book on Normal Schools owes his first knowledge of and interest in the School System, and Teachers' Seminaries of Prussia.

establishment of these institutions, a uniform mode of instruction has been introduced throughout Prussia.

The population of the United States is generally so intelligent, that many of the instructors of our elementary schools are sufficiently well informed to teach the rudiments of education. There is, however, with us no systematic mode of instruction; and, in many instances, there is a great ignorance of the best mode of communicating knowledge to the minds of children. To understand a subject, will not of itself enable one to impart a clear view of it to others. This capacity can only be acquired by previous preparation, or by long experience. Few even of those who have been in the habit of instructing children for years, have that intimate and extensive knowledge of the subjects they teach, which is necessary for an instructor, whose object is to expand the mind of the child, and to excite his enthusiasm. Emulation doubtless exists to some extent in our schools, but it results principally from the desire of receiving marks of approbation, and from the little presents which are distributed to the youth. This, unquestionably, exerts somewhat of an auspicious influence, but it ceases as soon as the child leaves his school.

The great object of all instruction is *to excite a thirst for knowledge*, one which neither time nor distance can extinguish. It is not enough to impress certain facts on his mind, such, for instance, as are found in all our geographies, relative to the form, population, extent, &c., of the different countries of the world; there should be a constant endeavor to excite that curiosity which will prompt him to make subsequent inquiries for himself, to procure an amount of knowledge concerning the commerce, statistics, power, and comparative resources of nations, from which he will be always able to derive a fund of thoughts and arguments. He should be made a thinking, reflecting being; one who can discern the shadow, and not mistake it for the reality; one who can judge correctly on the great concerns of life, and who is not governed by others. The great difference between the Southern peasantry of Europe and our farmers is this, the one class are a mere machine, the other are a reflecting people. But, although the latter class are intelligent, they are below that point to which they might easily be elevated, were our common schools to assume the high character they would soon exhibit, if they were intrusted only to men of superior intelligence.

It is as necessary to educate an individual who designs to instruct others, as to educate a professor for his chair, or a general or commodore for military or naval command. Without such preparation, the instructor will be almost as unqualified to communicate knowledge, as a corporal would be to lead a division into action. In many of our States, we have large funds, the interest of which is appropriated to the maintenance of elementary schools. In Connecticut, this fund will soon be more than sufficient to provide the necessary means of instruction for all the youth of the State. Were the surplus to be applied to the support of a Seminary for the education of schoolmasters, the happiest results would soon

be perceived. In such an institution, the young men would not only learn every thing connected with the usual subjects taught in our elementary schools, but might easily acquire that knowledge of theoretical agriculture, mineralogy, botany, statistics, and political economy, which would enable them greatly to enlarge the boundaries of knowledge in the villages where they reside. Persons thus instructed would easily become the prominent men of the villages where they resided. They would be enabled to direct the minds of not a small number of the villagers, as well as of their pupils, to subjects which would otherwise never have arrested their attention.

Were such schoolmasters provided for the education of the youth of Connecticut, the intellectual character of the mass of the inhabitants would, in one generation, not only become superior to that of every other people, but it would become the wonder and admiration of our country. To support such a Seminary,* and to provide it with the necessary *material* of literature, would not cost more than ten thousand dollars annually. Is it not desirable, at least, to try the experiment? How can we, for so limited a sum, accomplish an equal amount of good? Are not the minds and character of the rising generation worth this trifling expenditure? Shall we always walk in the beaten track of our fathers, when prospects so bright and so glorious are opening to our view?

By the improvement of our common schools, those of a higher character would soon improve, and resemble, at least in some degree, the classical schools in Europe. This advancement would exert a most auspicious influence on the colleges of our State, and the inhabitants would acquire a character superior to those of any province in the civilized world. Connecticut is too small in territory to exert much influence in our national councils. Many of the small states of Germany are almost invisible, when glancing your eye at the map of Europe, and like them, Connecticut is barely seen in a general survey of the map of the United States. Like them, however, Connecticut may rise to an intellectual elevation which shall excite the envy of those great States which now surpass her so much in population and resources. There is no other way for her to exert an influence over the Union. If she does not pursue this course, if she does not maintain her comparative literary eminence, she will soon cease to attract attention, and she will, ere long, be unobserved, unless to contrast the spirit of her children with that love of excelling for which their fathers were so much distinguished.† On the other hand, if she

* In the University of Leipzig, and perhaps of some others of Germany, lectures are delivered on education, in which the professor gives a historical view of the state of education in ancient and modern times, and examines all the important systems that have been formed upon this subject. In such a seminary as I have proposed, lectures of this kind, as well as those above referred to, should be given, and after a residence there of three or four years, young men would be qualified to instruct the great mass of the people in such a manner as to elevate the next generation far above the station filled by their fathers. Young men thus educated would be certain of success, and by them every important vacancy would be filled.

† Our ancestors, not only when New England was settled, but down to the beginning of the last century, felt an ardent desire to provide the means of education for their children. They were poor, we are comparatively rich: they were exposed to great hardships; we are enjoying lives of tranquillity. Let us, with our superior advantages, manifest an equal interest for those who are to succeed us, that they did for us.

greatly enlarges the means of education for the mass of her people, and if her classical schools and colleges are placed on a broad and noble foundation, she will, in less than a century, acquire that elevation of character which will make her sons glory in their birthplace, and to be able to say, "I am a citizen of Connecticut," will be to them a source of as much pride as an Athenian ever felt in the age of Pericles, when looking at the city of Minerva.

Every clergyman in Prussia is required to visit the school or schools of his parish, and to ascertain whether the teacher fulfills his duties. He must confer with him often, must point out any defects which may exist in his mode of discipline or instruction, and see generally that he adopts the course which will best promote the interests of the school. Should the instructor not approve of the plans proposed, the question is referred to the superintendent of the district, who decides, and from whose decision there is no appeal. The clergyman of each parish makes an annual report to this officer, and the general report of the latter is sent to the Minister of Public Instruction once a year. A committee, consisting of one or more inspectors appointed by government, with the superintendent, or some person whom he may appoint, examine all the schools within their district, once or twice a year, to ascertain whether the reports made by the clergy are correct, as well as to form a general view of the state of education in their provinces. The existing defects and the necessary improvements are thus made known to the government, and such alterations are then made as are requisite.

The instructors are required to confine themselves almost exclusively to their professions, and not to pursue any one which will interfere with their business of instruction. Other pursuits are allowed in those cases only in which the receipts of the school do not furnish a subsistence. The duties of the teacher are numerous, as he is not only an instructor of youth, but is also a servant of the Church. In the former capacity he must attend to the education of his pupils in the common branches of instruction, and also in Biblical knowledge. Every morning and afternoon he is required to open the school with singing and prayer, and to close it with singing a hymn, in which such of his pupils as are capable unite. In the school, he is never to appear in dishabille, but as the ordinance of December 24, 1820, decrees, he must "never be without a cravat, nor wear slippers" before his pupils, as he would thus lose much of his influence. It is also enacted, that he shall never smoke in the school-room; for so universal is this custom, that nothing but a royal ordinance could prevent it. In his capacity as a servant of the Church, he officiates as chorister; for Germany is a nation of singers, and in those village churches where there is an organ, it is his duty to play upon it. During the sickness or absence of the clergyman, he is required to officiate as his substitute; to read such a sermon as the preacher has previously selected, and afterwards to catechise the children. In the church, he must always appear in black, and when the pastor is present, must take charge of his scholars. In every situation he is required to yield

precedence to the clergyman. Without the permission of the latter he can not be absent from the school; and with such permission, no longer period than three days. Should he desire a longer absence, it is necessary to apply to the superintendent, without whose approbation no alterations in the prescribed mode of teaching are allowed.

Every parent is required to send his children to school as soon as they have reached a certain age, which, if I mistake not, is six years. It is the duty of the clergyman to visit his people annually, to ascertain if there are any parents who do not comply with this regulation. Should such parents, after having been notified by him, refuse to send their children, they are arraigned before a public tribunal, where they are punished by a fine. For the first week's absence of each child, the fine is one-thirtieth part of a rix dollar; for the second, one-fourth; for the third, two-thirds; and for the fourth, a rix dollar. Should he still continue to refuse to send his child, he is compelled to pay thirty fold. This penalty is imposed between the first of October and the first of April. From the first of April to the first of July, the child is not required to attend school but half the time; and after the last mentioned period, until the first of October, parents are not required to send their children, as they need their assistance during the harvest months. The children must remain at school until they are confirmed, which usually takes place at fifteen years of age, though it is sometimes delayed by the parents until sixteen.

The school-house is erected at the expense of the parish, and must be sufficiently large to accommodate the scholars and the family of the instructor, who receives the use of it gratis. In the vicinity of this edifice is a small garden, and sometimes a few acres of land; of which he has the use so long as he remains the instructor of the parish. This building is not very elegant, as it usually contains but four or five chambers, but it is suitable for one whose income is so moderate as that of most of the instructors. Every parish has a treasury, from the funds of which the instructor is paid from seventy to eighty dollars per annum. Besides this amount, each parent pays to him six *pfennings* a week, or about six cents per month, for the instruction of each of his children. In some cases he receives also a small quantity of butter and flax from the parents. His whole income, exclusive of the rent of the school-house and the ground connected with it, rarely amounts to more than one hundred Spanish dollars, if he teaches one of the village schools. Those who live in the towns receive about one hundred and fifty dollars.

All the books which are studied are selected by the consistory, and no new one can be introduced without its permission. The Bible is universally read by the children, and forms, as in our own country, the foundation of education for the youth of Prussia.

From this statement you will perceive how much this government has done for the people. In no country in Europe, except Saxony and the south of Scotland, and possibly in one or two of the smaller states of Germany, is education so universally diffused as in the central part of this kingdom. These schools are established in every village. It may

be said with truth of Prussia, that it is one of the most enlightened countries in the world; for among the younger class of the population, it is rare to see an individual who can not both read and write. I make use of the word younger, because many of the laws relating to education were enacted during the reign of the present monarch, before whose accession the schools were in a much lower state than at present. No one can help respecting Frederick William for the wisdom he has exhibited, in thus improving the character of his subjects. This emotion will be stronger, when it is recollected that he is one of the most active members of the Holy Alliance, and that he is still not afraid of the general diffusion of intelligence among his subjects. He is here laying a broad foundation for the future prosperity of Prussia, and it is to be hoped also, for the future liberty of the nation. This event will not probably happen in many years, but it must come, should these institutions continue for a century.

Although there are some defects in the plan which Frederick William has formed to diffuse intelligence throughout his dominions, the system is still so much superior to those of most Protestant countries, that you will perhaps feel no little surprise at this account of it; accustomed as we have been only a few years since, to class the Prussian peasantry below even those of England. Perhaps the greatest defect in the schools of Prussia is the allowance of so limited a compensation to the instructors. In a country like ours, this evil need not exist; but in Prussia it is unavoidable, so long as it continues as poor a kingdom as it is at present. The price of produce is now so low, and the difficulties of finding a market are so great, that it is extremely inconvenient for many of the peasantry to pay even the small sum which the law requires for the education of their children.

Allusion has been already made to the great benefit that might be derived from the establishment of seminaries for the education of instructors. There is another advantage which would flow from such institutions. In the United States the business of instruction is, to a great extent, a secondary employment. It is one which occupies most teachers but a limited part of their lives. The young men who are thus employed, find in the almost immeasurable West a larger scope for their talents; while the young ladies and young widows, to whom the education of most children is committed, soon discover that matrimony is a much more desirable state, than the "delightful task of teaching the young idea how to shoot." Instructors in Prussia have no other employment. This is the great object of their existence; here is their permanent-home. Were such seminaries established with us, by increasing the compensation of the instructors we might easily persuade them to make it the employment of their lives. It would then soon become a distinct profession, and many young men of respectable talents and acquirements would look to it as a future occupation. Instead of being compelled to exchange the instructors of our children so frequently, the schools would be reorganized, and the teachers would rarely think of pursuing any other profession.

PETITION IN BEHALF OF ELEMENTARY SCHOOL TEACHERS' SEMINARIES.*

To the Hon. Senate and House of Representatives of the State of Massachusetts.

THE Convention assembled at Halifax, in Plymouth county, this 24th day of January, 1837, composed of delegates equally chosen from eighteen towns in said county, and the towns of Cohasset, Weymouth and Braintree, in Norfolk, beg leave to address you, as petitioners, praying for your patronage of elementary education throughout the State.

We cheerfully and gratefully acknowledge that our town schools have shed inestimable blessings on successive generations; and we appreciate that wise and Christian foresight in our pilgrim fathers which moved them, thus early, to provide for the instruction of their children. We would follow their noble example; and, like them, looking forward to the new and unknown trials of the future, would furnish the rising generation with those qualities of heart and of head which will enable them to turn to the best account whatever changes time may bring to our Republic or the world.

From the most authentic documents, and from personal inspection, we have come to this conclusion, viz., that the town schools of Massachusetts are not so good and useful as they ought to be, and as they can be. We believe they are behind the age, both in the topics of study and the modes of teaching, and consequently are behind the imperious wants of our growing community.

This conclusion summons us at once to high and patriotic duties. It calls upon us to ask if there be any system of public instruction known in the world which educates the young mind more readily and fully than ours?

To this all-important query, we emphatically answer yes; and we answer understandingly, with the living proofs thereof before the world. From documents, public and private, which no man can doubt, and from the personal observation of some of us, we believe that the system of public instruction pursued in the kingdom of Prussia will develop far more rapidly and completely than our own, *all* the physical, intellectual and moral powers of youth. In proof of this statement, we refer to those foreigners who have lived in that country, and who have given their public testimony on this point. But we particularly refer to the "Report on the state of public instruction in Prussia, addressed to the minister of public instruction at Paris, by Victor Cousin, a peer of France, professor of philosophy, &c.," a man who has devoted years to this subject, who has visited all Europe on errands of education, and who was sent to Prussia by his government, on purpose to inspect every institution connected with learning and youth. Returning to Paris, he says: "I left Prussia with a mind full of respect for a country in which the education of the people had reached such a pitch of prosperity." And again he says: "There does not exist a single human being throughout Prussia who does not receive an education sufficient for all the moral and intellectual wants of the laboring classes."

Now we have just learned that in the United States there are more than a million of children who can not read or write. The king of Prussia and our republic seem now to be placed side by side, in their patronage of elementary education. Shall we see the monarchy bear off the palm from the republic?

It would be gratifying to us, dared we so intrude upon your patience, to give an expose of the whole school establishment of that kingdom, with all the regal statutes and by-laws, as well as the topics of study in these schools, and the modes of pursuing them. All these we omit: but will you allow us, in passing, to say that besides the studies pursued by our children in our town schools, the children there, of the same age, are successfully instructed in singing, drawing, the arts of agriculture and gardening, the sciences which pertain to mechanics and manufactures,—natural history, cosmology, composition, forensic discussion, foreign languages, the nature of civil government; their duties as voters, trustees, administrators, jurors and public officers; also, the common duties of life, and especially the nature of man, physical and moral, his specific duties to himself, to his fellow men, and to his God. Their prin-

* The earnestness and ability with which the Rev. Charles Brooks advocated the Prussian System, and especially the Normal School feature, is exhibited in the following Petition (drafted by him) from a Convention of Delegates from the towns of Plymouth and Norfolk counties.

ciple seems to be this, that every thing which it is desirable to have in the national character should be carefully inculcated in elementary education.

We think the object of education is to develop *ALL* the powers, faculties, and affections of human nature in their natural order, proper time and due proportion; so that each one may occupy the exact place in the grown-up character which God at first ordained in the infant constitution. Education we take to be the natural continuation of the process of creation, taking up that process just where the Deity left it. He who has but half the powers which God has bestowed on him, developed and in action, is just half as useful and half as happy as he might have been. The Prussian system, better than any with which we are acquainted, aims at unfolding the *whole* nature of man, as the Creator designed; thus bringing out *all* the talent of the country, and thereby giving to every child the chance of making the most of himself. Long and successful experience has established the principle among them that the most safe and complete culture of the intellect must be accompanied by the culture of the moral powers. The Prussian system, therefore, is emphatically a *Christian* system. "Love God: love man; do to others as you would that others should do to you;"—these are the basis of all their instruction. Nothing is so strongly insisted on by Cousin, as the making of Christianity the foundation of all human culture and national civilization. He says on this point, "Religion is an indestructible power, and genuine Christianity a means of civilization to the people. Popular education ought, therefore, to be religious; that is to say, Christian; for I repeat it, there is no such thing as religion in general:—in Europe, and in our day, religion means Christianity. Let our popular schools, then, be Christian; let them be so entirely and earnestly." Again he says, "I know something of Europe, and never have I seen good schools where the spirit of Christian love was wanting."

The character of Massachusetts is yet unstained. To preserve it pure and powerful, we believe that moral education must be introduced into our elementary schools. To future generations we think it must be the grand preserving principle of national prosperity and political union. Think what New England has to do. It must be her true-hearted Christian faith, her well-balanced character, that shall enable her to sustain her premises. Her talents and virtues have lifted her high above many others; and we are desirous that her example of advancing knowledge and increasing excellence should still keep her name there, a beacon-fire to the nation, a hope to humanity.

To secure these glorious results, we think that we may imitate the Prussians, not only in more varied and extensive studies, but also in their Governmental Organization. We accordingly recommend the following, which is about half as complicated as theirs, viz.:

1. There should be a school committee in every town, who should have full power to superintend and regulate all the schools within their town; and who should also be legally empowered to secure the constant and punctual attendance of all those children who, but for them, would grow up in ignorance. It should be the duty of every such board to report annually to the secretary of public instruction at Boston.

2. There should be a "Board of Education" in every county, composed of the chairmen of the several "school committees" in the towns of said county. They should be allowed to visit any schools in the county whenever they desired; thus connecting all the schools of a county together by a common ambition; and, moreover, enabling any town to profit immediately by whatever improvements had been suggested by any other town. This board of education should superintend and regulate the teachers' seminary established within their county; and be required to gather all the information they could that might advance useful knowledge and sound morals in elementary instruction. They should annually report to the secretary of public instruction.

3. There should be a "secretary of public instruction," whose duty it should be to superintend and regulate all the general interests of the school-system; to see that proper books were prepared; to correspond with other States and foreign countries, to exercise a paternal care, and to recommend the new studies and modes which he may deem important. He should report annually to the Legislature, and to them should be severely responsible.

If he needed particular advice and aid at any time, he should be allowed to call upon the chairmen of the several "Boards of Education" through the State, and they "ex officio" should constitute his council.

Thus arranged there would be secured to all our schools the constant superintendence of local powers, and the guidance of a superior hand, vivifying and harmonizing the whole. The details should be left to the local powers, on the true republican principle, while the general impulse is given by the advice and suggestions of the chief officer.

Such an organization we think would pour the breath of life into our school-system. It must have this extent to secure the results attained in other countries. If any object in the State needs minute and wise attention, it is the instruction of all our children.

But your petitioners are willing to resign these and all the other external arrangements above noticed, if you will hear our prayer for one provision, which we now deem of paramount importance,—we mean, the establishment of a "seminary for the preparation of teachers." Over and over again have the Prussians proved that elementary education can not be fully attained without purposely-prepared teachers. They deem these seminaries of priceless value; and declare them, in all their reports and laws, to be the fountains of all their success. Out of this fact in their history has arisen the maxim, "As is the master so is the school." We are certain that philosophy and experience alike verify this maxim in Massachusetts. We have no wish to say aught against our schoolmasters or mistresses. They are as good as circumstances encourage them to be; as good as the community have demanded; but we are confident that teachers thoroughly prepared, as they are in Prussia, would put a new face on elementary education, and produce through our State an era of light and of love. We hold the following proposition to be true, viz., the extent of a child's comprehension is the true measure of culture required. Is so much culture imparted? We fear that not more than one half of what they can profitably receive and understand is actually taught to our children; and this defective system will continue until we have teachers who comprehend what a complete education means, and who know how to impart it, in its fullness and purity, to the hungry and inquisitive mind of childhood.

Did we presume to trespass further on your patience, we think we could demonstrate that our present system (besides being behind the advanced state of the world) is far more expensive than the improved one we ask at your hands;—and we should demonstrate it on this principle, viz., that an ingenious and faithful workman is cheapest, though we give him higher wages. An uneducated and inefficient master will keep his school down to his own level; for no streams flow higher than their fountain. We deem it, therefore, the first of all favors which you can grant to your constituents, to secure to every county a "seminary for the preparation of teachers." By such an act you will make this a most memorable year in our calendar; you will secure the warm and unanimous thanks of each generation, as it rises to act and suffer the allotments of humanity; you will bring into active good service all the talent of the State; you will meet the wants of the times, and enable our children to sustain the exalted character of Massachusetts, although there be so much imported ignorance and vice to dim her glory.

We feel bound to sustain our recommendation of "teachers' seminaries," by quoting a few words from Cousin. There are forty-two such seminaries in the kingdom of Prussia; and, speaking of their rapid establishment in France, Cousin says, "That in some of the departments (i. e. counties in France) they have shown prodigality rather than parsimony in establishing seminaries for teachers." And he then adds, "France almost universally agrees to the indispensable value of these seminaries." The Prussian statute on this subject is this: "To provide schools with suitable masters, the care of their training should not be left to chance. The expenses shall be defrayed by government. The schoolmaster, to be worthy of his vocation, must be religious, discreet, deeply impressed with the dignity and sacredness of his calling. He should be thoroughly acquainted with all his duties, and should possess the art of communicating knowledge, and the power of government." Cousin, after having given this subject the most profound attention for years, with the purpose

of introducing some new and better modes of popular instruction into France, comes to this conclusion, viz.: "The best plans of instruction can not be executed, except by the instrumentality of good teachers; and the State has done nothing for popular education, if it does not watch that those who devote themselves to teaching be well prepared." On this opinion we rely; believing it to be the sober conviction of the best judge now living on the earth. Again he says: "It must be laid down as a principle that every 'department' (or county) in France *must* have such a seminary;" "and it rests with you, sir, (addressing the secretary of public instruction) to have, in a few months, eighty-four such seminaries;"—and with you, gentlemen of the Senate and House of Representatives of Massachusetts, with you it now rests whether every county in the State shall or shall not have such a blessing within it to all future time.

The measure is recommended to you by the well-tested experience of an intelligent nation; by the ready adoption of it in neighboring realms; by the wide and benignant effects which it has every where produced; by a large number of your own constituents, yet, most of all, by its own inherent reasonableness and its perfect practicability.

There have been nine or ten large public meetings, embracing towns and counties, and in every one of them the wish for teachers' seminaries has been foremost. Light has come to us, and we can no longer be content with darkness. The spirit of inquiry and improvement is abroad, and we think Massachusetts ought to be the first in making an exemplary use of it.

There is at this time a very peculiar concurrence of circumstances. There are modes of elementary instruction well proved to be superior to our own, just made known extensively in the United States; and at the same moment a surplus revenue, unappropriated, which enables you, by a single word, to adopt and perpetuate these improvements in every village and city of our State. If this opportunity passes, we shall look for another in vain. We do therefore most urgently beg your honorable bodies that you will specially appropriate so much of the surplus revenue as may be sufficient to found and support seminaries, which shall supply competent teachers for all our common schools. If said revenue be given to the towns, we ask that you will make it a condition of such grant that the towns in each county shall establish and support, within their county, a seminary for the preparation of teachers:—or at least that the bill now before your honorable bodies be so amended as to grant to the respective towns of the Commonwealth the power of appropriating such portion of their share of the said fund as they may deem proper, to the advancement of education, in such mode as shall seem to them best fitted to secure that object; or, if said bill shall have become a law before the reception of this petition, we respectfully ask that an act be passed granting to the towns the requisite power.

And now, gentlemen of the Senate and House of Representatives, standing as we do on the Rock of Plymouth, we appeal to you as members of the social state, as citizens of a free republic, as descendants of the pious pilgrims, as lovers of sound learning, and as the chosen guardians of the public morals; in short as parents, as patriots and as Christians, we appeal to you, earnestly entreating that you will not let this most favorable opportunity pass without securing to all future generations the inestimable benefits of competent instructors.

But if our prayer thus far shall not be granted, we ask for the means of commencing this glorious work in the Old Colony, and therefore pray that a Teacher's Seminary, upon the principles set forth in this petition, or upon such as the Legislature may deem proper, may be immediately established in the county of Plymouth.

So deeply impressed are we that purposely-prepared teachers are indispensable to the full and requisite instruction of our youth, that we can not but think that the great majority of your constituents would feel as we do, after having attained all the information which is but alluded to in this petition; if, therefore, your honorable bodies may not think it best to grant any of the above requests, we pray that you would defer making an appropriation of the surplus revenue until a more deliberate expression of public opinion can be obtained.

THOMAS P. BEAL, President.

JOHN A. SHAW, } Secretaries.
THO'S. P. RIDER, }

IV. INSTITUTIONS FOR THE PROFESSIONAL TRAINING OF TEACHERS IN THE UNITED STATES.

PREFATORY NOTE.

In the following article we shall close the series of papers, in which we have attempted to make contributions to the historical development of Normal Schools, or Teachers' Seminaries, in this country, by an account of the principal institutions which have been established and are now in operation in the several States, for the professional training of teachers for public schools. This article was drawn up mainly by Prof. David N. Camp, late Principal of the State Normal School in New Britain, Connecticut, for No. XII of the Monthly Circular issued by the Commissioner of Education at Washington, and published with the Documents referred to in the Report of the Department for 1868.

The previous articles and documents on the subject can be consulted by reference to the Classified Index, Chapter IV, which, for convenience of the reader, we introduce in this connection.

To the account of the State Normal School of Rhode Island, published in Number 26, (Volume XI, page 281-8,) we give a few facts of its subsequent history, as well as continuation of the history of the Connecticut State Normal School, (Volume X, p. 15-58,) by announcing in this place that the Legislature in 1868 decided to re-open the School in 1869.

To the documentary history of Normal Schools in Massachusetts given in Number 42, (Vol. XVI, p. 75-104,) we add the latest general Regulations adopted by the Board of Education for their government, together with a special notice of each institution. In addition to the State Normal Schools at Albany and Oswego, the Legislature has appropriated \$48,000 a year towards the expenses of instruction in four more schools; provided, that the towns where the same shall be located shall provide suitable building and equipment; which has been done by Potsdam, Cortland, Brockport, and Fredonia.

It is our intention to re-issue these various articles in a volume, as a new edition of the original treatise, entitled "*Normal Schools, and other Institutions, Agencies and Means designed for the Professional Education of Teachers*,"—first published in 1850.

CLASSIFIED INDEX OF BARNARD'S AMERICAN JOURNAL OF EDUCATION.

IV. TEACHERS; NORMAL AND MODEL SCHOOLS; TEACHERS' INSTITUTES.

- The School and the Teacher in English Literature, **III**, 155, 449; **IV**, 183; **VIII**, 283; **XVI**, 432.
- Legal Recognition of Teaching as a Profession; Memorial, **X**, 297-308.
- The Teacher as an Artist, by Z. Richards, **XIV**, 69.
- The Teacher's Motives, by Horace Mann, **XIV**, 277.
- Essentials to Success in Teaching, **I**, 361.
- Letters to a Young Teacher, by G. F. Thayer, **I**, 337; **II**, 103, 301, 657; **III**, 71, 313; **IV**, 219, 450; **VI**, 435; **VIII**, 81.
- Lectures to Young Teachers; Intellectual Education, by W. Russell, **II**, 113, 317; **III**, 47, 321; **IV**, 199, 309. Moral Education, **IX**, 19.
- Special Training a Pre-requisite to Teaching, by H. Mann, **XIII**, 507.
- Teachers and their Education, by W. E. Channing, **XII**, 453.
- Professional Training of Teachers, **XIII**, 269.
- Didactics as a Department in Colleges, by T. Hill, **XV**, 177.
- German Views upon Female Teachers, **IV**, 795.
- Teachers' Conferences and other Modes of Professional Improvement, **XIII**, 273.
- Teachers' Institutes in Wisconsin, **VIII**, 673. In Different States—Historical Development, **XV**, 387. Connecticut, 387; New York, 395; Ohio, 401; Rhode Island, 405; Massachusetts, 412.
- School for Teachers, by W. R. Johnson, **V**, 799.
- Teachers' Seminaries, by C. E. Stowe, **XV**, 688.
- Relation of Normal Schools to other Institutions, by W. F. Phelps, **III**, 417.
- Historical Development of Normal Schools in Europe and America, **XIII**, 753-770.
- Germany and other European States—Number, Location and Results of Normal Schools, **VIII**, 360; Professional Training of Teachers in Anhalt, **XV**, 345; Austria, **XVI**, 345; Baden, **X**, 212; Bavaria, **VI**, 289; Belgium, **VIII**, 593; Brunswick, **XV**, 453; France, **XIII**, 281; Greece, **XII**, 579; Hanover, **XV**, 419; Hesse-Cassel, **XV**, 430; Hesse Darmstadt, **XIV**, 416; Holland, **XIV**, 501, 647; Lippe Detmold, **XV**, 475; Mecklenburg, **XV**, 464, 473; Nassau, **II**, 444; Prussia, **XI**, 165; Russia, **XII**, 727; Sardinia, **III**, 517; Saxony, **V**, 353; Switzerland, **XIII**, 313.
- Great Britain. Training Colleges in England and Wales, **X**, 349. Normal Schools of the British and Foreign School Society, **X**, 435. Normal and Model Schools of the Home and Colonial Society, **IX**, 449. St. Mark's Training College for Masters of the National Society, **X**, 531. Battersea Training School for Parochial Schoolmasters, **IX**, 170. Chester Diocesan Training College, **X**, 553. Normal Schools for Training Schoolmistresses, **X**, 571; Normal Schools at Edinburgh and Glasgow, **X**, 583. Irish System of Training Teachers, **XI**, 136.
- France. Normal Schools and Training, **XIII**, 281. Normal Schools of the Christian Brothers, **III**, 437.
- Holland. Normal School at Haarlem, **XIV**, 501.
- Prussia. Provisions for Education and Support of Teachers, **XI**, 165-190. System of Normal Schools, **XIV**, 191-240. Seminary School at Weissenfeld, **VIII**, 455; **XIV**, 219. Dr. Julius on, **XVI**, 28. Regulations of 1854, **XVI**, 395.
- Normal Schools in Switzerland, **XIII**, 313-440.
- Normal and Model Schools of Upper Canada, **XIV**, 483.
- United States—Documentary History of Normal Schools—Adams, **I**, 589; Bache, **VIII**, 300; Barnard, **X**, 34, 40; Bates, **XVI**, 453; Brooks, **I**, 387; Barrowes, **XVI**, 195; Calhoun, **XVI**, 86; Carter, **XVI**, 77; Channing, **XII**, 453; Clinton, **XIII**, 341; Dwight, **IV**, 16; Edwards, **XVI**, 271; Emerson, **XVI**, 93; Everett, **XIII**, 758; Gallaudet, **X**, 16; Hall, **V**, 386; **XVI**, 75; Humphrey, **XII**, 655; Julius, **XVI**, 89; Johnson, **V**, 796; Lindsay, **VII**, 35; Mann, **V**, 646; **VIII**, 300; Olmsted, **V**, 360; Peirce, **IV**, 305; Phelps, **III**, 417; Putnam, **I**, 588; Sears, **XVI**, 471; Stephens, **VIII**, 366; Stowe, **XV**, 688; Tillinghast, **I**, 67; Webster, **I**, 590; Wickersham, **XV**, 221.
- Chapter in the History of Normal Schools in New England; Charles Brooks, **I**, 587.
- California. State Normal School, **XVI**, 628.
- Connecticut. History of State Normal School, **X**, 15-58. History of Teachers' Institutes, **XV**, 387.
- Illinois. State Normal University at Bloomington, **IV**, 774.
- Kentucky. State Normal School, **III**, 217.
- Maine. State Normal School, **XVII**.
- Maryland. State Normal School, **XVII**.
- Massachusetts. State Normal School at Bridgewater, **V**, 646; **XVI**, 505. At Barre; Everett's Address, **XIII**, 758. At Westfield, **XII**, 652. Teachers' Seminary at Andover, **V**, 386. History of Teachers' Institutes, **XV**, 367.
- New Jersey. State Normal School, **III**, 221. Its Aims, by D. Cole, **V**, 835. Farum Preparatory School, **III**, 397.
- New York. State Normal School at Albany, **XIII**, 341, 531. History of Teachers' Institutes, **XV**, 365. Training School at Oswego, **XVI**, 230. Normal School at Brockport, **XVII**.
- Ohio. History of Teachers' Institutes, **XV**, 401. Normal Schools in, **XVII**.
- Pennsylvania. Professional Training of Teachers, **XIV**, 721. Normal School at Millersville, **XV**, 221. Philadelphia Normal School for Female Teachers, **XIV**, 737. **XVI**, 195. Normal School at Mansfield, **XVII**.
- Rhode Island. Education of Teachers, **XI**, 282. History of Teachers' Institutes, **XV**, 405.
- Vermont. Teachers' Seminary in 1823, **XVI**, 146. State Normal Schools, **XVII**.
- Wisconsin. Teachers' Institutes, **VIII**, 673. Normal Schools, **XVII**.

TABLE II.—State Normal Schools—1867.

| Location. | Established. | Opened. | Students. | | | State appropriation, 1867. |
|------------------|--------------|---------|-----------------|--------|-------|----------------------------------|
| | | | Gradu- ates. | Total. | 1867. | |
| MASSACHUSETTS. | | | | | | |
| Framingham | 1839 | 1839 | 1,148 | 1,573 | 158 | \$2,500 |
| Bridgewater | 1839 | 1840 | 975 | 1,542 | 100 | 8,500 |
| Westfield | 1839 | 1839 | 412 | 1,862 | 164 | 8,500 |
| Salem | 1853 | 1854 | 463 | 1,081 | 195 | 8,500 |
| NEW YORK. | | | | | | |
| Albany | 1844 | 1841 | 1,585 | 4,378 | 356 | 16,000 |
| Oswego | 1861 | 1861 | 195 | 461 | 80 | 15,000 |
| Brookport | 1866 | 1867 | | | | 12,000 |
| CONNECTICUT. | | | | | | |
| New Britain† | 1840 | 1850 | 249 | 2,349 | 65 | 7,500 |
| MICHIGAN. | | | | | | |
| Ypsilanti | 1849 | 1853 | 230 | 4,800 | 355 | 10,000 |
| RHODE ISLAND. | | | | | | |
| Bristol | 1852 | 1852 | | 722 | | 2,500 |
| IOWA. | | | | | | |
| Iowa City* | 1855 | 1855 | 75 | 1,000 | 94 | |
| NEW JERSEY. | | | | | | |
| Trenton | 1855 | 1855 | 310 | 927 | 219 | 10,000 |
| Beverly | 1856 | 1856 | | | 280 | 1,200 |
| PENNSYLVANIA. | | | | | | |
| Millersville | 1859 | 1859 | 96 | 3,754 | 652 | 5,000 |
| Mansfield | 1862 | 1862 | 36 | 1,290 | 282 | 5,000 |
| Edinboro | 1860 | 1861 | 30 | 1,444 | 435 | 5,000 |
| Kutztown | 1866 | 1866 | | 405 | 343 | 5,000 |
| ILLINOIS. | | | | | | |
| Normal | 1857 | 1857 | 81 | 1,500 | 397 | 12,500 |
| SOUTH CAROL. NA. | | | | | | |
| Charleston† | 1857 | 1859 | | 481 | | |
| MINNESOTA. | | | | | | |
| Winona | 1858 | 1860 | 41 | 87 | 80 | 5,000 |
| WISCONSIN. | | | | | | |
| Madison† | 1862 | 1863 | | | 128 | |
| Platteville | 1866 | 1866 | | 205 | 205 | 9,000 |
| Whitewater | 1866 | | | | | |
| Oshkosh | 1866 | | | | | |
| CALIFORNIA. | | | | | | |
| San Francisco | 1862 | 1862 | 56 | 262 | 87 | 8,000 |
| KANSAS. | | | | | | |
| Emporia | 1864 | 1865 | 2 | 200 | 130 | 5,000 |
| MAINE. | | | | | | |
| Farmington | 1861 | 1864 | 42 | | 331 | 4,400 |
| Castine | 1864 | 1867 | | | 25 | 2,000 |
| MARYLAND. | | | | | | |
| Baltimore | 1865 | 1866 | 51 | 203 | 152 | 8,000 |
| VERMONT. | | | | | | |
| Randolph | 1867 | 1867 | 6 | 125 | 125 | |
| Johnson | 1867 | 1867 | 5 | 73 | 73 | |
| Castleton | 1867 | 1868 | | 4 | | |
| NEBRASKA. | | | | | | |
| Peru | 1867 | 1867 | | | | |
| LOUISIANA. | | | | | | |
| New Orleans† | 1858 | 1859 | 16 | 131 | | |
| INDIANA. | | | | | | |
| Terre Haute | 1867 | | | | | 10,000 |
| WEST VIRGINIA. | | | | | | |
| Guyandott | 1867 | 1868 | | | | 10,000 |
| West Liberty | 1867 | 1868 | | | | 10,000 |

* Normal Department in State University. † Converted into a female college. ‡ Suspended.

[Dr. Barnard during his connection with the Normal School, confined his labors, beyond that of general supervision, to the Common Schools of the State, of which he was ex-officio Superintendent, while the immediate duties of the School, both of administration and instruction, were devolved on Rev. T. D. P. Stone, the Associate Principal. Mr. Stone resigned in November, 1852, and John D. Philbrick, at the time Principal of the Quincy Grammar School, Boston, was appointed Associate Principal, and entered upon the duties of the office in January, 1853.

In 1855, Dr. Barnard, on account of ill health, was compelled to resign the office of Principal, and Superintendent of Common Schools, and Mr. Philbrick was appointed to the two offices, and David N. Camp was appointed Associate Principal. In January, 1857, Mr. Philbrick resigned, to accept the office of Superintendent of Schools in Boston. Mr. Camp was appointed Principal, and Superintendent of Common Schools, and Charles F. Dowd was appointed Associate Principal. Mr. Dowd was compelled to retire on account of ill health in 1858, and Henry B. Buckham was appointed his successor. Mr. Buckham resigned in 1864, and the vacancy was filled by the appointment of John N. Bartlett, Associate Principal.

By an act passed by the General Assembly, near the close of the session in 1865, a State Board of Education was created. The supervision of the Normal School was transferred from the Board of Trustees to this new Board, and the law constituting a Board of Trustees was repealed.

The Board of Education, on assuming the direction of the School in 1865, reappointed the teachers employed by the Board of Trustees. Mr. Camp resigned in 1866, and Isaac N. Carleton was engaged to act as Principal for one term, when Homer B. Sprague was appointed to the office, and continued in charge of the School, until its suspension in 1867, under the following announcement of the State Board of Education:

"In accordance with the following Resolution of General Assembly, May Session, 1867—

Resolved, That the Comptroller of the State be and he hereby is directed to draw no further orders on the Treasurer of this State in behalf of the State Normal School, than what is necessary to pay the debts incurred under contracts already existing—

the Board of Education have voted to suspend the Normal School at New Britain for the ensuing year. They reach this decision with great reluctance and regret."

RESULTS.

The Normal School of Connecticut remained under the supervision of the Board of Trustees until the close of the Summer term in 1865. At that time, two thousand two hundred and fifty-eight different pupils had been connected with the School. Nearly all of this number have been employed as teachers in the schools of Connecticut. In 1866, Hon. J. D. Philbrick, then Superintendent of Common Schools, reported "nearly four hundred teachers employed in the State, who had been for a longer or shorter period members of the State Normal School." The number

thus employed continued steadily to increase, and in 1864-65 it was ascertained that more than six hundred of the teachers in the schools of the State had been members of the State Normal School. The Trustees in their last report for 1865, state that one hundred and twenty-three teachers were known to have gone forth from the Normal School the previous year, to prosecute their labors in the schools of the State. Many of the common schools had been supplied entirely with teachers from the Normal School for ten or twelve years, the school officers sending directly to the Principal for teachers, whenever vacancies occurred in the schools in their districts. The testimony in reference to the success of teachers from the Normal School, and the beneficial influence of the School upon the schools of the State, is abundant and very satisfactory. Mr. Philbrick, in his last report as Superintendent in Connecticut, says: "Many of the graduates of this School are making themselves eminently useful as teachers, and a few are at the head of some of our largest and best graded schools."

In 1863, the Joint Standing Committee on Education of the General Assembly were instructed by resolution of both Houses to inquire into the affairs and management of the State Normal School. After a prolonged and careful investigation, they made a full report, from which the following extract is taken:

"Your committee have taken special pains to ascertain the standing as teachers of the graduates and undergraduates of the State Normal School, and to learn of their success as compared with that of other teachers, and for this purpose have sought and received testimony from all parts of the State.

It is not to be expected that every one entering upon the duties of a teacher will be found thoroughly fitted, either by natural or acquired endowments, for his chosen position; yet, so far as we can learn, all the regular graduates of the school, without exception, have been more than ordinarily successful as teachers, and many of them are filling places of responsibility in our largest and best public schools.

The demand for these teachers in our own State greatly exceeds the supply, and such is their reputation that the diploma of the Connecticut Normal School gives the holder a higher position in some States than the diploma of their own normal schools.

Testimony has been received from members of Boards of Education, District Committees, Principals of large public schools, and others interested in educational pursuits, from every county in the State—testimony which is confirmed by a careful investigation of all seeming opposition—that as a class, the graduates and undergraduates of our State Normal School are more sought for as teachers, pass better examinations, are stricter disciplinarians, are more thorough and systematic in teaching, waste less time in educational experiments, are more ready to improve by suggestions, have more laudable pride in their profession, show larger results, and give to school committees, parents and guardians, better satisfaction than teachers from other sources."

In 1867, the Joint Standing Committee of the Legislature on Education, after a hearing of the opponents of the School, and visiting the institution, and examining the classes, unanimously recommended the continuance of the Normal School, as an institution highly honorable and useful to the State, and practically efficient in training teachers for their responsible work.—D. N. C.]

The Normal School was continued in operation at Bristol until the close of the summer term in 1865, when by the action of the Board of Trustees, it was indefinitely suspended. The following extracts from the reports of the Trustees explain the cause of suspension. In the report dated January 2d, 1865, the Trustees say :—

"There are not so many pupils in the school as formerly, and in this respect it does not meet our expectations. But the causes of this decline are obvious enough. It is not because we have not successful teachers, for they are all that we can ask. Nor is it from want of sympathy and coöperation from the people of Bristol. They still maintain their original attitude of generous welcome. It is not that Normal schools are declining in popularity, or losing their hold upon the minds of experienced educators. They are everywhere gaining in public estimation. The chief reason for the decline of our school is, as we believe, that it is located so far away from the centre of railroad travel. Undoubtedly the increased expense of living, the fact that teachers' wages do not rise correspondingly, and the fact that other departments of labor are demanding more of the kind of talent needed in the school-room, all go to reduce somewhat the attendance at the Normal School. But after making due allowance for these and kindred considerations, we are still compelled to believe that, if the school were returned to Providence, or located in its immediate vicinity, so as to give the pupils easier access, and an opportunity to board with friends in and around the city, as well as to profit by the greater opportunities for general intellectual culture, it would revive and reach its former prosperity."

And in 1866 :—

"The uncertain condition of the School as to its future location, and whether the Trustees would be enabled and authorized by your honorable body to remove it to a more central and accessible location, (we mean accessible so far as it relates to the practicability of pupils from various parts of the State attending the School and returning to their homes on the same day, as was the case when it was located at Providence,) induced your Trustees to suspend the School from March until after the meeting of the Legislature at its May session. At a subsequent meeting of your Trustees, in April, the subject of connecting the School with the Providence High School was considered. A committee was appointed to confer with the committee and superintendent of the Providence schools, but it was found that no satisfactory arrangement could be made that would be likely to prove at all advantageous to the Normal School.

Seeing no prospect of relief, your Board, at its quarterly meeting in July, suspended the School indefinitely. Thus it remains awaiting your further action."

Prof. Kendall resigned and retired from the School at the close of the Winter term in 1865, and the School was continued in the charge of Miss Ellen R. Luther until the close of the Summer term of that year. The whole number of different pupils during the last year for which a report was made, or for 1864, was forty-eight, and the whole number of teachers who attended on the instructions of the School from the opening in 1853, was about seven hundred.

COURSE OF STUDY IN THE NORMAL SCHOOLS, ADOPTED JANUARY 9, 1866.

THE design of the Normal Schools is strictly professional; that is, to prepare, in the best possible manner, the pupils for the work of organizing, governing, and instructing the Public Schools of the Commonwealth.

To this end there must be the most thorough knowledge: *first*, of the branches of learning required to be taught in the schools; and, *second*, of the best methods of teaching those branches.

The *time* of the course extends through a period of *two years*; and is divided into terms of twenty weeks each, with daily sessions of not less than five hours, five days each week.

The branches of study to be pursued are as follows:

First Term.

1. Arithmetic, oral and written, begun.
2. Geometry begun.
3. Chemistry.
4. Grammar and Analysis of the English language.

Second Term.

1. Arithmetic completed; Algebra begun.
2. Geometry completed; Geography and History begun.
3. Physiology and Hygiene.
4. Grammar and Analysis completed.
5. Lessons once or twice a week in Botany and Zoölogy.

Third Term.

1. Algebra completed; Book-keeping.
2. Geography and History completed.
3. Natural Philosophy.
4. Rhetoric and English Literature.
5. Lessons once or twice a week in Mineralogy and Geology.

Fourth Term.

1. Astronomy.
2. Mental and Moral Science—including the principles and art of Reasoning.
3. Theory and Art of Teaching,—including:
 - (1.) Principles and Methods of Instruction.
 - (2.) School Organization and Government.
 - (3.) School Laws of Massachusetts.
4. The Civil Polity of Massachusetts and the United States.

In connection with the foregoing, constant and careful attention to be given throughout the course to drawing and delineations on the blackboard; music; spelling, with derivations and definitions; reading, including analysis of sounds and vocal gymnastics; and writing.

The Latin and French languages may be pursued as optional studies, but not to the neglect of the English course.

General exercises in composition, gymnastics, object lessons, &c., to be conducted in such manner and at such times as the Principals shall deem best.

Lectures on the different branches pursued, and on related topics, to be given by gentlemen from abroad, as the Board or the Visitors shall direct, and also by the teachers and more advanced scholars.

The order of the studies in the course may be varied in special cases, with the approval of the Visitors.

The Board deem it unwise to encourage the formation of regular advanced classes, whose instruction can not fail to divert a considerable amount of the time and attention of the teachers from the under-graduate course; but graduates who wish to review any part of their course, or to make more thorough attainments in particular branches, and who are willing to render such assistance as may be needed in giving instruction in the schools, may, with the consent and under the direction of the Visitors, remain at the schools for a period not exceeding two terms.



STATE NORMAL SCHOOL AT PLATTSBURGH, N. Y.



STATE NORMAL SCHOOL

AT FRAMINGHAM, MASS.

HISTORY.

THE STATE NORMAL SCHOOL at Framingham, the first Normal School under State auspices in America, was opened at Lexington, with a formal Address by Gov. Everett, July 3d, 1839.* Three young ladies were all that presented themselves as candidates for examination. The school commenced with these, and the number increased in a few weeks to twelve. In October, a Model School was organized and placed under the charge of Miss Mary Swift. The school continued at Lexington for five years. In May, 1844, having outgrown its accommodations, it was removed to West Newton, where Josiah Quincy Jr., purchased a building, formerly used as a private Academy, which he gave to the Secretary of the Board of Education, who had searched in vain for a suitable structure within the means of the Board. The building was out of repair, but at the expense of Mr. Mann, and the contribution of the citizens of West Newton, it was put in proper order for the use of the school. The school increased in numbers, and additional accommodations were provided in the rooms at first occupied by the Model Department, which were vacated on the removal of the Model School to other quarters provided by the town.

In 1850 and 1851, the Board of Education took measures to bring before the Legislature the increasing wants of the school, and in May, 1852, the sum of \$6,000 was placed at the disposal of the Board, to defray the expenses of providing a more commodious site and building. The Board were directed to receive propositions from towns and individuals, and afterwards to make such selection as would, in their opinion, best subserve the interests of the institution. After carefully considering the propositions presented, the Board determined to transfer the school to Framingham, where it was opened December 15th, 1853.

The building now occupied by the State Normal School, with the preparation of the grounds, and the furniture, cost about \$20,000. The site, consisting of five and three-quarter acres of land, was presented by individuals. The town appropriated \$2,500, and the Boston and Worcester Railroad Company \$2,000, in aid of the erection of the building.

The first Principal, Rev. Cyrus Peirce, was compelled to resign on account of ill health, in 1842. His successor, Rev. Samuel J. May, had charge of the school from Sept. 1842, to Aug. 1844, when he resigned, and Mr. Peirce, who had recovered his health, was re-appointed, and re-

* This Address was repeated at Barre, on the 5th of September, 1839, on the opening of the Normal School at that place.

sumed his duties in September, 1844. Mr. Peirce again failed in health, and was compelled to resign in April, 1849, and Rev. Eben S. Stearns was appointed to succeed him. Mr. Stearns resigned in 1855, and Mr. George N. Bigelow, his successor, remained in charge of the school from that time till 1866, when on his resignation, the Board of Education determined to place the school under the charge of a lady, and Miss Annie E. Johnson was appointed Principal. Miss Johnson was installed September 4th, 1866. This occasion, the first instance of a State Normal School being placed under the charge of a lady, was inaugurated by addresses from Gov. Bullock and Ex-Gov. Emory Washburn.

CONDITION IN 1867.

The following information of this school is from a Circular for 1867:

Nature and Design.

This School was established by the State of Massachusetts for the preparation of female teachers to instruct in her public schools. Pupils are admitted from any State in the Union.

Tuition is free to those intending to teach in the public schools of Massachusetts; but those intending to teach in other States, or in private schools, are required to pay \$15.00 a term for tuition. At the beginning of every term, each pupil pays \$1.50 to meet incidental expenses.

Conditions of Entrance.

Candidates for admission must be at least sixteen years of age; must give a pledge to remain in the School at least four consecutive terms, and to observe faithfully all the regulations of the Institution; and must declare their full intention of teaching in the public schools of Massachusetts after graduation. They must also present a certificate of good physical, intellectual, and moral character, from some responsible person, and pass a satisfactory examination in reading, spelling, writing, defining, grammar, geography, and arithmetic.

The examination for admission takes place on Tuesday, the first day of each term, commencing at nine o'clock, A. M. Special examinations are allowed, in unusual cases, for a few days after the commencement of the term.

Every pupil must furnish herself with a Bible, a dictionary, and a common atlas, and can bring such other books as the applicant may have.

Terms and Vacations.

The school-year, consisting of forty weeks, is divided into two terms. The first term commences on the first Tuesday in September, and the second on the third Tuesday in February. The first term is preceded by a vacation of eight weeks, and the second by one of three weeks.

Studies.

The course of study includes reading, with analysis of sounds and vocal gymnastics; writing; spelling, with derivations and definitions; punctuation; grammar, with analysis of the English language; arithmetic; algebra; geometry; physical and political geography, with map-drawing;

physiology; botany; zoölogy; geology; natural philosophy; astronomy; mental and moral philosophy; school laws; theory and art of teaching; civil polity of Massachusetts and the United States; English literature; vocal music; and drawing.

Constant and careful attention will be given throughout the course to drawing and delineations on the black-board.

The Latin and French languages may be pursued as optional studies, but not to the neglect of the English course. There are general exercises in composition, gymnastics, object-lessons, &c.

Lectures on the different branches pursued, and on related topics, are given by gentlemen from abroad, as the Board or the Visitors shall direct; and also by the teachers and more advanced scholars.

Graduates who wish to review a part of their course, or to make more thorough attainments in particular branches, and who are willing to render such assistance as may be needed in giving instruction in the school, may, with the consent and under the direction of the Visitors, remain at the school for a period not exceeding two terms.

The length of the regular course is two years; but pupils who have had much experience in teaching, and are well qualified, may complete it in a year and a half, the shortest time for which one can be a member of the school. Those who, in all probability, would become successful teachers, but who fail for any reason to complete the course in the required time, must, and others who desire it may, take a longer time.

The special professional training consists, 1st, of plans of exercises on each subject studied by the class. These plans are presented orally for the criticism of teachers and pupils. And 2d, of teaching exercises given by the Senior class to a class of children who come in from one of the public schools in town.

Board.

The price of Board varies from \$4.00 to \$4.12½ per week. There is generally an extra charge for fuel and lights. Pupils are not permitted to board so far from the Institution as to render it impracticable for them to be present at all the regular exercises.

Library, Apparatus, and Cabinet.

A well-selected Library belongs to the school, to which the pupils have daily access. The text-books in most of the English studies, and music, and encyclopædias, dictionaries, and many other works of reference, are furnished to the pupils free of charge. The school is well supplied with apparatus for illustration in natural philosophy and chemistry, and has a valuable cabinet of minerals and geological specimens.

The friends of education are earnestly desired to contribute books and pamphlets for the library; philosophical and chemical apparatus; minerals and specimens of natural history for the cabinet. These will add greatly to the present means of usefulness of the Institution.

The Institution is situated on a beautiful eminence, commanding a fine westerly view, that embraces a part of the village, and a wide and varied landscape. The society of the place is of an elevated character. There are churches of the Unitarian, Baptist, Congregational, and Episcopal orders; and each pupil is expected to attend regularly such one of these as she may select at the commencement of the term.

The number of pupils who have entered the Normal School is 1,541; the number who have graduated, 1,092; number in 1867, 158.

LESSON OF THE HOUR.

In the "Memorial of the Quarter-Centennial celebration of the establishment of State Normal Schools in America, held at Framingham, July 1, 1864," we find a letter from George B. Emerson, LL. D., in which he inculcates the "Lesson of the Hour," as drawn from the life of Father Peirce, and the teachings of this school:

Aim only at the highest ends: Appeal only to the purest and highest motives: Fill your souls with the noblest aspirations, your hearts with the warmest affections, your minds with the richest thoughts, and consecrate all to the great work in which you are engaged, the best and noblest work to be done on earth: Aim always at perfection; "Be ye therefore perfect,"—as no lower aim is adequate to the immortal destiny of man: Appeal always to conscience, so as to exercise it constantly from the beginning; asking, in every event, what is right and good, and what is evil and wrong, and faithfully listening to its dictates and following them: Inculcate the great truth that all pleasure, all enjoyment, must come from the exercise of one or more of our faculties of body or mind, and that labor of body or mind is thus the great blessing of humanity: Prepare for the leisure of life and for old age: Inculcate accountability to one's self as an immortal being, destined to bear the consequences of neglect and enjoy the fruits of faithfulness,—accountability to God as His child, for every power and opportunity to do good to his other children,—the imitation of good and great men, the benefactors of the race,—the imitation of Christ.

Never appeal to brute force except when it is absolutely demanded; remembering, however, that corporal punishment may sometimes be necessary, but he must be a poor teacher who often has recourse to it. Never appeal to emulation, but insist on the divine lesson, "in honor preferring one another:" Remember the injunction of the holy Paul, "Be not overcome of evil, but overcome evil with good," and that the only absolutely irresistible power is ever-enduring, wholly unselfish love.

The teacher *must* be armed with this principle. She *must* love children; and she ought to remember that all of them are or have lately been of that number of whom the Divine Master said, "Of such is the Kingdom of Heaven."

Remember that the art of teaching, which should be the oldest, is really the newest of arts; that, in most schools, in all departments, much time is wasted in teaching what is of little value, while many things, most important for the child to learn, are not taught at all. In short, what should be the great and leading object in every school,—preparation for the duties and labors of life—is, in many ways, in schools of all grades, almost entirely neglected.

FRAMINGHAM STATE NORMAL SCHOOL.

HISTORICAL SKETCH.* BY REV. EREN S. STRAINS.

BETWEEN the years A. D. 1820 and 1835, there appeared upon the stage a small class of intelligent, cultivated self-sacrificing men, with all the vigor and freshness of early manhood, who saw, as it were at a glance, how matters stood [in elementary schools]; deplored the educational decline; and began earnestly, and, in general wisely, to apply the remedy. An "Educational Revival," as our brother, the Orator, has aptly termed it, took place. The people began to see that a right education, widely diffused, would prove the glory of the State—nay more, was for her the only source of influence, power, and lasting greatness.

Time and present circumstances forbid us to speak in fitting terms of these Educational Revivalists, to portray their characters, and to recount the noble deeds which each performed. Indeed, thank God! many of them yet live; yet enjoy the rich fruits of their early labors; are yet able and ready to lend a helping hand to every good work†

Foremost, perhaps, among these pioneers, was JAMES G. CARTER, genial as a friend, accomplished as a teacher, ardent as a politician, who fought most manfully, and for a time nearly alone; and to whom it is believed, belongs the honor not only of starting the great reform, but of perceiving how essential to its completeness and permanent utility, would be the thorough, professional education of teachers under public supervision and at the public charge. His newspaper articles on popular education, from A. D. 1821 to '24,—his letters to Hon. William Prescott, LL. D., on the Free Schools of New England, with Remarks on the Principles of Instruction,—his Essays upon Popular Education, containing a particular examination of the schools of Massachusetts, and an outline for an Institution for the Education of Teachers,—his Memorial to the State Legislature in 1827, praying for aid to establish a Seminary for the Education of Teachers, with a Model School attached,—his efforts in Lancaster, his native town, to carry out the school as a private enterprise,—his activity and influence in founding the "American Institute of Instruction" in 1829-30, that noble society which for thirty years has been a source of life to the educational interests of the country,—his unremitting labors as a politician in behalf of Popular Education,—his successful introduction of a bill establishing the Board of Education,—the detraction, persecution and financial disasters he encountered in the advocacy of his schemes,—all these entitle James G. Carter to a most honorable mention.

There were WILLIAM C. WOODBRIDGE, a teacher and the son of a teacher, distinguished as a geographer and editor of the *Annals of Education* and other works,—and SAMUEL R. HALL, for many years a teacher of teachers, and in 1829, the founder, at Andover, of a Seminary for Teachers—the first regular seminary in this country designed for such an object—a genuine Normal School,

*Abridged from an Address delivered at the Quarter Centennial Celebration of State Normal Schools in America, at Framingham, July, 1864.

†Memoirs of the Educational Labors of James G. Carter, William C. Woodbridge, Samuel R. Hall, Thomas H. Gallaudet, William A. Alcott, Horace Mann, Samuel Lewis, Walter R. Johnson, Josiah Holbrook, Cyrus Peirce, Samuel J. May, George E. Emerson, Charles Brooks, Edmund Dwight, William Russell, Edward Everett, Francis Wayland, Warren Colburn, Mrs. Emma Willard, Nicholas Tillinghast, and other laborers in the educational field from 1825 to 1850, have appeared in Barnard's *American Journal of Education*, and are gathered into *American Educational Biography*, vols. I. and II.

though not of State patronage or adoption,—and GARDNER B. PERRY, of Bradford, a modest country clergyman, in early life a teacher of a distinguished literary institution, who through a long and able life labored as he found opportunity, to promote popular education.

There, too, were THOMAS H. GALLAUDET, the skillful, devoted instructor of the deaf and dumb, who made the dull ear to hear of the wonders of the creation, and the tongue of the dumb to sing the praises of God,—and WILLIAM A. ALCOTT, the eccentric physician and educator and author of many good books.

HORACE MANN, the first Secretary of the Board of Education, came late into the work, [1837] but brought with him all the powerful energies of his mature life; all the learning, culture and acumen which had distinguished him at the bar; all the knowledge of human nature and skill in management which made him successful as a politician; and all the influence which he had acquired among the people. Withdrawing himself from less laborious and far more lucrative occupations, he gave himself, soul and body, to the great enterprise. Of his earnest, self-sacrificing devotion, of his indomitable perseverance amid opposition and reproach, of his enormous personal labors, we cannot here speak. The prime agent in establishing the Board of Education, its *soul* as well as its Secretary, he was the establisher of *this* school, and its most earnest and constant friend, so long as it continued within his reach; and but for him it would have died for want of that mere pittance on which so much of its life has been supported, and which, again and again, he secured.

Prominent among these was EDMUND DWIGHT, the merchant prince, as unostentatious as munificent, whose open purse enabled the Secretary to live, which State patronage alone never could have done; and whose timely gift of \$10,000 to the State of Massachusetts, presented March 10, 1838, secured from its Legislature a corresponding grant; and was, as MR. MANN has expressed it, "the origin, the source, the *punctum saliens* of the Normal Schools of Massachusetts."

But time fails me to speak of SAMUEL LEWIS, WALTER JOHNSON, JOSIAH HOLBROOK, JOHN A. SHAW, and a host of others. These and many more rest from their labors and their works do follow them.

We have yet with us, thank God! WILLIAM RUSSELL, the Educational journalist and associate of Woodbridge, whose native grace and charming elocution were as attractive as his pen was persuasive, and whose whole life has been spent in urging forward the work of popular education:

SAMUEL J. MAY, the accomplished orator of this occasion, and the second Principal of this Institution; the record of whose life is self-sacrifice, and earnest, unremitting endeavor in every good word and work designed to benefit mankind:

CHARLES BROOKS, whose labors in the years 1835-6-7, were second to those of no man—one might almost say to no number of men—to whom we owe the particular *form* which Normal Schools took, and who did very much toward preparing the public mind to look with favor upon the new system; who, beginning with his own parish in Hingham, for the space of three years, without compensation or payment of expenses, traveled over New England, lecturing upon the Prussian system of Elementary Education, with especial reference to Normal Schools. From his friend, Victor Cousin, the first scholar of France, he obtained reports and documents, and encouraging words, which were to him the pabulum vitæ; for in this phase of the enterprise he stood almost if not quite alone; yet planting his feet literally on "Plymouth Rock," he was conscious of strength. In behalf of a convention of teachers, called by him in Plymouth, he memorialized the Legislature in 1837, and was twice called before that body to speak upon his favorite subject:

HENRY BARNARD, as much as any man in this country, entitled to be called the *Educator*, whose fruitful labors are in their prime, and are destined to produce results greater and still greater as time progresses, and of whom this is not the place to speak at length.

Time and your patience fail me to speak of others who deserve the most honorable mention, and a large place in the affections of the hosts whom they have benefited. One more only shall be spoken of. I refer to [MR. GEO. B. EMERSON, whose whole life has been given to educational labors. The son of a distin-

guished physician, full of interest in popular education, and of labors to promote it, he has by inheritance the qualities which, under his own careful training and culture, have made him eminent in his profession, and distinguished him as the friend of common schools. In A. D. 1821, he was selected to fill the responsible office of Principal of the English High School in Boston, then just established. The work of organization, the plans and course of study, the nature of the discipline to be used, the means and motives to be employed, the moral and religious principles to be urged, all were left to his wisdom, skill and goodness. How well he did his work, let that noble institution, from that hour to the present the just pride of the city, tell. To him Warren Colburn, his friend, submitted the manuscript of that best of works on the science of numbers, "First Lessons in Arithmetic," that, lesson by lesson, he might practically test the work in his school; and the deserved popularity of this book was owing to Mr. Emerson's warm recommendations. In 1827, Mr. Emerson withdrew from the High School to open a Private School for Young Ladies, which he conducted with the most eminent success for more than a generation; retiring from it in 1855, at a moment when, if possible, its popularity was greater than it had ever been before.

Mr. Emerson, in 1827, was instrumental in forming the Boston Mechanics Institute, was its first Secretary, gave the opening address and delivered the first course of Lectures. In 1830 he was one of the foremost in forming the American Institute of Instruction, was its first Secretary, and for many years its President. In 1836, he was Chairman of a Committee to memorialize the Legislature on the subject of the Superintendence of Common Schools, and drew up the memorial. No particular action being taken by the Legislature, in 1837 a second memorial, also drawn up by Mr. Emerson, was presented, on the establishment of a Seminary for Teachers. In 1843 he wrote the second part of the School and School Master, one of the wisest and best works of the kind ever given to the public. In 1830 he was active in the formation of the Boston Society of Natural History, of which he was for many years President, and he was also for many years Corresponding Secretary of the American Academy of Arts and Sciences. In 1837, having been appointed by Gov. Everett Chairman of a Commission to conduct a Botanical and Zoological survey of the State, he gave to the public his admirable and exhaustive report on the "Trees and Shrubs of Massachusetts."

From the very first, almost of course, Mr. Emerson was deeply interested in the Normal Schools, and labored assiduously to promote their interests. In 1847-8, he was member of the Boston School Committee, and the latter year was chosen a member of the Board of Education, and during the eight years of his service was most active and influential. He has been for several years, since his return from Europe in 1856, the Treasurer of the Board.

The bill establishing the Board of Education was approved by Edward Everett, then Governor of the State, on the 20th of April, 1837. Horace Mann was then President of the Senate. At the first meeting of the Board, June 29th, 1837, Mr. Mann was chosen its Secretary.

The constitution of the new Board made the ultimate introduction of Normal Schools a certainty. Indeed, any scheme undertaken by such men as Edward Everett, Horace Mann, James G. Carter, Edmund Dwight, George Putnam, E. A. Newton, Robert Rantoul, Jr., and Jared Sparks, was a success the moment they grappled with it. The first two reports of the Board were written by Mr. Everett, add his addresses at Lexington and Barre, with his great personal influence, did much to prepare the public mind to welcome the new measures.

In 1838, on the 19th of April, that day so memorable and glorious, the Legislature by joint resolve accepted the munificence of Mr. DWIGHT, and appropriated an equal sum to the founding of Normal Schools.

The first examination of pupils for admission to the First Normal School established under this resolve, was at the school-house in Lexington, on Wednesday, July 3d, 1839, and the institution began with three pupils. It was a disappointment, cruel, indeed. To feeble minds, the mortification would have been intense, and the seeming failure crushing; but, small as it was, this was a beginning, and they knew it, and were content.

Nothing daunted, the Board, on the first Wednesday of September, 1839,

opened a second school at Barre, under the direction of the late Prof. Newman; and on the second Wednesday of September, 1840, a third in Bridgewater, under the direction of the late Col. Nicholas Tillinghast.

It should be here understood that these schools were not at first *State* schools, but the schools of private munificence, *aided* by the State—the State being responsible neither for success nor failure. Consequently, and indeed as a measure of policy also, private aid was solicited and private coöperation secured. To the school in Lexington, a building, used as an academy years before, was given, free of rent, for three years; and some contributions were made by well-wishing citizens for repairs, apparatus, &c. A similar arrangement was effected for each of the other schools.

The gentleman selected by the Board of Education to commence the experiment at Lexington, was Rev. Cyrus Peirce, a native of Waltham, Mass., born August 15, 1790, and graduated at Harvard College in 1810, where he left behind him a reputation for pure morals, upright demeanor, and thoroughness in scholarship. In his sophomore year he taught the village school in West Newton, where he was destined nearly fifty years after to close his long and successful educational career. Soon after leaving college, in 1810, he took the charge of a private school on the island of Nantucket; whence, after two years of acceptable labor, he returned to Cambridge, and completed a course of study preparatory to the Christian ministry. After spending three years in preparation for what he looked forward to as his great life-work, he was urgently solicited to return to Nantucket and resume the work of instruction. Here he labored with his accustomed zeal and success until 1818, when he relinquished his place and entered upon the work of the ministry. During his residence in Nantucket Mr. Peirce was united in marriage with Miss Harriet Coffin of that place, to whose wisdom in counsel, readiness and constancy of sympathy, promptness and energy in action, combined with cheerfulness and hopefulness of disposition, and rich and varied culture, he doubtless owed much of his success in the different positions he afterwards filled. No sketch of his school, at least, could be complete which did not recognize the modest and uncompensated labor of Mrs. Peirce. May she long live to enjoy the gratitude of her own as well as her husband's pupils, and the benign smiles of our Heavenly Father!

Mr. Peirce was settled as a minister in North Reading in A. D. 1819, and continued ably and successfully to perform the duties of his office for eight years, when he resigned and again resumed the work of instruction, subsequently returned again to Nantucket, where he became a recognized authority in all school matters, and was first and foremost in every good word and work. His influence on the common schools of the island was great, and served to make them among the very best in the country. While in charge there of the new public High School, Mr. Mann accidentally met him, visited his school, became charmed with the man and delighted with his work. Hence he was invited, in 1839, as has been stated before, to take charge of the new, difficult and doubtful experiment at Lexington. No one can comprehend the situation of affairs at the time,—the grandeur of the enterprise if successful,—the disastrous consequences, if it failed, without cheerfully considering that this appointment was the highest honor that could be conferred on any educator in the country; without understanding something of his feelings when he exclaimed to his wife, "Harriet, I would rather *die* than fail in this experiment." To his reputation as an instructor a failure would have been a death from which there would have been for him no resurrection. No wonder that, when he returned home from the disappointment of that first day, he said to Mrs. Peirce, "The Board have made a mistake in electing me; beyond Nantucket I am not known as a teacher, and the public have no confidence in me." The despondency was but a passing cloud,—cheerfulness and hopefulness returned.

The little school at Lexington of three pupils, with some additions in the next few days, was organized, and commenced its noble career, unflinching. Numbers slowly increased; a Model School was organized in October, its first teacher being Miss Swift, now Mrs. Lamson, who is with us to-day; and thus, on a small scale, the system was complete. Many persons will remember how apathetic were the people in general, at this time, in regard to these schools;

while some, ignorant of their true character, misapprehended and misunderstood their design, so that envy and jealousy were soon added to the obstacles to be encountered. In the winter of 1840, a storm of opposition arose, and but for the most skillful management and vigorous battle, the destruction of the Normal School and a dishonorable return of his money to Mr. Dwight, would have been the consequence. God be praised, the Old Bay State, which none love more tenderly than those who no longer dwell among her enlightened people, was saved this burning shame! The victory over political and theological opposition, over narrow-minded jealousy and rivalry, gave rise to a better understanding and an unexpected degree of popularity. So God every where "makes the wrath of man to praise Him." Opposition did not cease at once, but it never again gained strength enough to be very formidable. The school once started and safely through its first winter, continued slowly but steadily to increase until 1842, when the Principal, exhausted by the labors and anxieties attendant upon it, was compelled to resign and recruit his wasted powers. Thus far he had labored alone; and, that he might not give an argument to the most penurious, and in order to make the limited funds hold out as long as possible, had not only managed and taught the school, but had performed some of its most menial offices.

Both Mr. Peirce and Mr. Mann at once fixed upon Rev. SAMUEL J. MAY, as a most worthy successor, and, by their solicitations, Mr. May gave up his parish in South Scituate, and accepted the appointment, Sept. 1, 1842. Mr. May, a native of Boston, was graduated at Harvard University in 1817. During his college life he taught school in the winter, first in Concord and then in Beverly. Having completed his studies, preparatory to the ministry, at Cambridge, he commenced preaching in December, 1820, "the very Sunday after Daniel Webster's solemn charge to the occupants of the pulpit to be faithful to the cause of the enslaved." In 1822 he was settled as a pastor in Brooklyn, Conn., where he remained fourteen years; being, during the whole of that time, a member of the School Committee of the town, and devoting much time and thought to education. It was at his instance, that in 1826 the first popular convention on the subject of education and the improvement of schools was called.* In the years 1832-3-4 and 5, he devoted much time to the anti-slavery cause, in connection with Mr. Garrison, George Thompson, and the abolitionists. From 1836 to 1842 he was minister of the church of South Scituate, Mass., and in the spring of 1845, was settled as minister of the First Unitarian Church in Syracuse, N. Y., where he at present resides. During Mr. May's connection with this Institution its numbers greatly increased, and he was compelled to summon to his aid assistants.

The fortunate selection of Miss CAROLINE E. TILDEN, doubtless added still further to the popularity of the school. Miss Tilden, a former parishioner of his, was educated at the Bridgewater School, and by her peculiar genius and talents, high culture and zeal, was well-fitted for the post. Her heart was full of kindness, her manners attractive, and her eye was an almost irresistible charm. Her career was short; she "preferred to wear out rather than to rust out," and soon passed away. Her associate, Miss ELECTA N. LINCOLN, was a pupil of Mr. Peirce, a pupil and then an assistant of Mr. May, again an assistant and chief support of Mr. Peirce, and most ably conducted the affairs of the institution during the interval between the close of the administration of Mr. Peirce and the beginning of that of Mr. Stearns; and with the latter she labored with untiring zeal and faithfulness, assisting him to carry the school through a most difficult and critical period, as no other could have done, encouraging him by her example and cheerful spirit, until her marriage in 1850 to Mr. George N. Walton, of Lawrence.

It may be well to state here, once for all, that it is impossible even to allude to the many highly cultivated, noble-spirited, self-sacrificing ladies who have from time to time labored in this school. May God bless them all, as they have blessed others!

* An account of Mr. May's Educational Labors, with his Reminiscences of the Educational "Revivalists," will be found in the American Journal of Education, Vol. XVI, pp. 141-145.

The school having now quite outgrown its accommodations, Mr. May urged upon the citizens of Lexington the necessity of providing more ample ones, if they would retain it. But a spirit of apathy had fallen upon the people, or possibly they felt too sure of retaining the school without exertion on their part, and nothing was done. Finding that there was no hope at Lexington, Mr. May visited several other towns in the vicinity, and succeeded in finding in the then greatly secluded village of West Newton, a suitable building and grounds, and a manifest desire for the school on the part of the citizens. The premises had cost originally \$3000, but were greatly out of repair, and were now offered at \$1500. But how to raise the sum was a question. The Board of Education had no funds which could be appropriated for such a purpose,—the munificence of private persons was apparently exhausted,—the prosperous school bid fair to die of poverty. In this strait, Mr. Mann, to whom this school was dear as the apple of his eye, had recourse to an old, well-tried, personal friend, as well as a friend of popular education, who had stood by his side in defense of Normal Schools "when they were a novelty on this side of the water, and ignorance, bigotry, economy and ridicule were arrayed against them." For five years they had progressed steadily in usefulness and popularity, but their permanent establishment was not considered to be certain. The school at Lexington was the most popular, and the scholars more than the building could accommodate. Should it die for the want of \$1500? Should all the anxieties, labors, and triumphant successes be lost for the want of so small a sum? On the other hand, let a building be purchased, and the school would have a home at once; it would be immediately placed above contingencies; it would have stability and strength. No wonder that Mr. Mann, in his anxiety to seize the golden opportunity, and in full view of the glories of success and the sad consequences of failure, in the figurative language which he was, perhaps, more likely to use than approve, exclaimed, as he rushed into the office of the Hon. Josiah Quincy, Jr., of Boston, "Quincy, do you know of any one who wants the highest seat in the kingdom of Heaven? for it is to be bought for \$1500?" Mr. Quincy asked what he meant. An explanation followed. Mr. Quincy, with noble generosity, at once drew his check for the amount, directing Mr. Mann to buy the building, "take a deed in his own name, and, in case the Normal School system should be abandoned, to devote the proceeds that might arise from a sale of the building to the advancement, in any way he pleased, of common school education." The building was out of repair, and Mr. Mann sold his library and stocks, and expended \$1500 of his own money upon it. The citizens of West Newton gave \$600 more, the State added something; the broad seal of permanency was affixed, and success was written over against experiment.

While things were thus progressing with reference to removal from Lexington, Mr. May, finding that his predecessor, Mr. Peirce, had recovered his health, with characteristic modesty and distrust of his own success, at once stepped aside and, by his resignation, August 31, 1844, made way for the re-appointment of Mr. Peirce, which took place September 1, 1844.

Mr. Peirce brought to his work renewed health and vigor, and, if possible, more comprehensive views of its nature and importance. The experiment was now regarded by the public generally as successful, and people began to seek to enjoy its benefits rather than to destroy it. A new Model Department was created and placed in charge of Mr. George N. Walton.

On the 20th of March, 1845, the Legislature resolved, "That the schools heretofore known as Normal Schools, shall be hereafter known as *State Normal Schools*,"—thus formally adopting them into the school system of the State, and, by implication, becoming responsible for their generous support and conduct. That must have been a proud day for Mr. Peirce. His favorite school had succeeded. The little one had become a thousand; the mustard seed a mighty tree, and its leaves were for the healing of nations. After three years more

*To mark the progress of the Normal idea—the necessity of special training for the work of teaching, it may be mentioned that the two last established State Normal Schools will have buildings which will cost—the one at Winona, (Minnesota,) at least \$100,000, and the other, at Terre Haute, (Indiana,) with the grounds, over \$150,000. The grounds and building of the State Normal University of Illinois, cost over \$250,000.

of unremitting labor, the health of Mr. Peirce again broke down, and he was compelled to resign in April, 1849, worn out and grown old before his time; his physical condition bearing witness to the nature and extent of the labor he had performed, and the responsibilities he had borne. On leaving the institution, his pupils and friends, by a public meeting and presentation of \$500, to defray in part his expenses to Europe, testified their appreciation of his services, and love for him as a well-tried, devoted friend.

We have no time to give an analysis of Mr. Peirce's character, or of his method of instruction. This must be left to other persons and a fitter occasion.

Mr. Peirce's successor was EDEN S. STEARNS, a native of Bedford. He was appointed in May, 1849, but did not enter upon his labor until the following September, spending most of the intervening time in visiting schools in this and other States, preparing himself for the work. Mr. Stearns graduated at Harvard University in 1841, and was immediately engaged in teaching; first in charge of the Ipswich High School; then of the Free Street Female Seminary in Portland, Maine, whence he removed to Newburyport, organizing and teaching in the Female High School as its first Principal. During this time he observed carefully the nature and workings of our Common School system; and, being required to establish and conduct a teacher's class in his school at Newburyport, he not only had opportunity to acquaint himself with the Normal Schools, but also to gain considerable experience in the preparation of teachers.

The school now became very large. The Model School was moved across the street to excellent accommodations fitted for it by the town of Newton, and now became, under Mr. Allen, one of the most useful and popular of schools. The room vacated by the Model Department was speedily appropriated to the growing wants of the Normal School. Even this was not enough, and the question of a new building and larger accommodations began to be agitated.

The increase of numbers made possible some changes, which, with a smaller attendance, might have seemed of doubtful expediency. The requirements for admission were more rigidly exacted. Pupils falling short of the required age, but a few days often, were rejected. A severe and binding pledge was given in writing by every candidate, that she would be faithful as a member of the institution, and devote herself to teaching, if qualified, in the schools of this State, and every one unwilling to give this pledge was excluded. The examinations for admission were made as severe as they well could be, and were conducted by members of the Board of Education, assisted by the teachers. None were allowed to stay in the school who did not give promise of aptness to teach, and ability to manage schools, however faithful in study or agreeable in behavior. The course of study was extended half a year, and made as thorough as possible; and an additional three years' course was introduced for such as sought a still higher culture. The carefulness and severity practiced in admitting pupils, the strictly professional character of the school, and the sifting and re-sifting, which the pupils had to undergo, had an obvious tendency to keep down numbers, as well as to raise the standard of acquisition. In 1850, and again in 1851, the Board of Education took measures to bring before the Legislature the increasing wants of the school, and on "May 13, 1852, the sum of \$6000 was placed at the disposal of the Board of Education to defray the expenses of providing a more commodious site and building, and the necessary appurtenances and apparatus for the accommodation of the State Normal School at West Newton; and the Board were directed to receive propositions from towns and individuals in aid of these objects, and afterwards to make such selection as would, in their opinion, best subserve the interests and accommodate the wants of said school. The time for receiving such propositions was limited to six months.

Propositions soon began to come in. Lexington, seeing here an opportunity to recover the ground so carelessly lost, made most praiseworthy and liberal offers, and urged her claims strenuously. Salem, with that large-hearted generosity for which her citizens are so conspicuous, offered to provide such a building as the Board would direct, and meet the expense. Many other places made offers. West Newton was, perhaps, on the whole, the least liberal. The

people had believed the school to be permanently located on the side of their pleasant hills; "they didn't like the idea of other towns trying to buy it away;" "they did not believe that the opulent and liberal State of Massachusetts really wanted their money or cared for more than a testimonial of good will;" they did not realize, that, under Providence, the Normal School and the influences brought with it, and attendant upon it, had raised their village from comparative obscurity to notoriety, and added to it a large and cultivated population and considerable wealth. The landholders did not seem inclined to part with a suitable site for any reasonable sum; and, in short, the effort of West Newton to retain the school, was too feeble to carry with it much weight. The final determination of the Board was to transfer this school to Framingham Centre, and to reward the generous impulses of Salem by creating a new State Normal School which should be located in that city. The Salem school was accordingly soon organized, and from that time to the present has been in a most flourishing condition.

A site for the new school building having been selected in Framingham, the work of erection was soon commenced, and the school removed and established in its new and appropriate quarters on December 15, 1853, on which day the house was dedicated by appropriate services, His Excellency Governor Clifford presiding, and Mr. George B. Emerson making the dedicatory address.

On the 22d of September, 1855, Mr. Stearns, who had been appointed Principal of the Female Academy at Albany, N. Y., resigned his place; and Mr. GEORGE N. BIGELOW immediately succeeded him.

Of the last two administrations we cannot give an extended account, since the historian cannot impartially represent the former of these, and the latter, however prosperous, is still in progress.

In closing this protracted sketch the author must again say that he has found the task of reducing the important facts of history to the limits prescribed, exceedingly arduous, and if much seems dry, or imperfectly stated, or if any fact of importance has been overlooked, he hopes that his desire, ever constant, but unattained, to be very brief, will be the apology.

He must, also, be allowed to recognize the great assistance afforded him in the preparation of this sketch by gentlemen interested in this occasion, and especially by Hon. HENRY BARNARD, from whose excellent Journal many facts have been drawn.

NOTE.

Mr. Bigelow withdrew on account of failing health, in 1866, and was succeeded by Miss Annie E. Johnson, whose inauguration as the first female principal of an institution for the professional education and training of teachers, was signalized by an appropriate address as marking an era in American education.

INAUGURATION OF MISS ANNIE E. JOHNSON,

AS PRINCIPAL OF THE

FRAMINGHAM STATE NORMAL SCHOOL,

September 4, 1866.

REMARKS OF GOVERNOR A. H. BULLOCK.

Gentlemen of the Board of Education and Young Ladies:

I have on many accounts deeply regretted my inability to visit this institution earlier in the year. But that regret is now greatly mitigated by the opportunity to be with you upon the present occasion of so great interest, and to bear a part, by my presence rather than by much speaking, in the ceremony of inaugurating a new mode of making the Normal School system attractive and effective.

This system has now been in successful operation more than a quarter of a century. I have attributed its prosperity largely to two instrumentalities. First, during all this period the schools have been under the oversight and direction of a central Board, comprising gentlemen eminent among the people, fit for this great work, and self-sacrificing in this cause of causes, for the present and the future Commonwealth. And, second, the system began under the management of teachers distinguished for their ability, and has been at all times since kept in such hands.

The distinguished gentleman, one of my predecessors in office, illustrious equally in the practical and the ornamental departments of life (Governor Everett,) under whose administration these institutions were established, marked the new epoch in education by delivering an inaugural address. The last thing I did before coming hither was to read over that very striking address, and I was impressed, as I have often before been impressed, by the freshness and originality which he at all times brought to his discussions of the subject of education—discussions ranging over his whole lifetime, and adapted with wonderful versatility to every occasion and to every grade, from the highest university to the commonest school of the land. I noticed that he treated the present topic with more than his wonted caution, derived from history and philosophy. He spoke of the system as an experiment, and discoursed under the evident restraints of a felt uncertainty as to the degree of public sympathy it might attract, and as to the public disposition to make appropriations liberal enough to carry it to the verge of reality and success. His words of counsel have sunk deep into the policy of the State, while his fears have disappeared like morning clouds before the rising culture which has kept pace with the general prosperity. The system has gone through many changes—of locality, of specific plan of administration, of the measure of money appropriations, and of internal details with which you are familiar. But out of all these vicissitudes it has emerged to have and to hold to-day, in the confidence of the people, the position of the central, primary, and essential instrumentality of the entire

system of schools in Massachusetts. I regard the Normal Schools now as much a certainty in the complicated yet unified organization of persons and things which we call *THE STATE*, as the legislative or executive or judicial department of the government. To invest these schools with all the requisite intellectual machinery, the State now appropriates nearly thirty thousand dollars annually; and, I doubt not, will increase this amount to meet any reasonable demand. For one, I like this, and take it to heart. I do not believe we can expend too much in this way. I never did believe, and I never shall believe, that from the time of the apparently extravagant expenditure upon Solomon's Temple until now, too much money has ever been laid out on a church edifice, or that from now to the end of time too much of the same article is likely to be expended upon school-houses or school-teachers.

I think that every observing person who has watched impartially the stages of our social progress for the last twenty-five years, must concede that in no calling or pursuit has there been greater advancement than in that of teaching; and that the Normal Schools have manifestly elevated the professional standard in this department. The man who doubts this will doubt all progress—will doubt the benefit of all education—will be unhappy over a world now covered with a network of railroads, and connected in all its parts by the daily communication of a weird tongue which speaks under the seas to all people—and he ought henceforth to have another world and another civilization all his own. We have nothing to do with any such. All men who are fit for our country and our time must agree that these institutions have added dignity and grace and power to the department of education.

And we are here to-day to establish, to mark, to consecrate another stage in this steady and beneficent progress. We commit for the first time to a woman's care and instruction one of these grand public institutions. The institution is worthy of any man or any woman; and I am happy to believe that the woman is worthy of the institution, of the cause it represents, of the consecration she comes here this morning to receive. As the official head of the Board of Education, I need not say that they have arrived at this measure only after mature reflection and much deliberation, and I take pleasure in saying that the theoretical opinions derived from general philosophy and supported by general observation, which have brought them to the present conclusion, have been enforced and illustrated in this instance by the efficient and successful service of the lady into whose hands I now give the keys. We need not doubt that the experiment, if it can be called an experiment, will result in complete and triumphant success.

It is not a little remarkable, that while in all the avenues and retreats of domestic life we have appreciated the power of woman, and have made the recognition of it a part of our religion and of our rhetoric, in this broad field of education our action has been in advance of our theories—and that the greater part of our schools have actually gone into the hands of female teachers before it has occurred to us to frame a theory in support of the practice. It looks a little as if our instincts had proved superior to our wisdom—as if our conduct had outrun our logic, as I believe usually happens in practical life. It proves the power of these conquerors in the State, that noiselessly and without public observation they have taken possession of the school-houses, where their success appears to be as absolute in shaping the characters of a rising generation

of men, as it is afterwards in turning the men themselves to the best account. And thus we have it before us, as a great fact of social progress and public administration, that the best instructors, they who best develop the faculties which afterwards ostensibly prevail and rule in our affairs, are women, whom we have so long acknowledged rather as subjects for our protection than as moving powers of control and government. I speak of them as the best instructors, not to the exclusion of male teachers, and under the limitation of equality with males in acquired attainments and fitness. The induction of Miss Johnson to her office to-day is perhaps the first official and conspicuous announcement of a policy which appears to be founded on philosophical reasoning and on the results of a large experience.

And it is after all a promulgation of a policy which has much to support it in the analysis of the mind and heart of the sexes. I can not at this time expand this topic. I trust, however, that some of the many gentlemen who go about and do the lecturing upon education, while the women are doing so much of the teaching, will sometime favor us with a discussion that shall be worthy of this question. When they shall do that, they will portray those manifest and appreciable qualities, as well as those finer and more subtle qualities of nature and genius and art and culture and divinity, which make woman in many respects the best teacher; best by reason of her masterly power of patience, which is sought in the first and in the last solemn nursery of life—best by her instincts, which are quite as safe as the common logic of men—best by her greater industry, which no labor paralyzes,—best by her quicker perceptions, which are brought into beautiful play in all conversational or oral instruction, as well in the school-room as in the social circles—best by her moral sensibilities, which neither physical exhaustion nor mental fatigue can dull—by her radiant countenance, which reflects the soul and becomes a utility as well as a joy forever—by the whole music of her nature, which makes the heart of the universal school-room of mankind to sing in tune with her own.

ADDRESS OF EX-GOVERNOR EMORY WASHBURN.

The circumstances and considerations by which the Board of Education have been led to adopt the change in the direction and management of this school, which has this day been inaugurated, have been so well and ably presented by those who have preceded me, that nothing is left to be supplied. And it remains for me, therefore, only to offer, in their behalf, a few brief suggestions upon one or two topics which seem to be naturally associated with the occasion. One of these is the position which the Normal Schools hold in our general system of popular education. They must from their constitution be regarded in the nature of a specialty. They supply no part of the scheme of free schools which the law originally contemplated as requisite for the wants of the people. Nor do they profess to occupy the place of our academies or private seminaries in furnishing the broader or more liberal culture which these are expected to provide. The purpose they have to serve is a special and peculiar one, and the time within which they are expected to accomplish it is the shortest in which it can reasonably be attempted to be done. Nor is it so much to contribute a given amount of learning, as it is to give to their teaching such a practical character that it may in turn act upon others through the agency of their own pupils. What pupils acquire here, can hardly fail to yield the fruits of liberal

culture in their minds, although the instruction they receive is designed to have an ulterior bearing upon those whom they are themselves to teach. It is therefore not only to communicate useful and valuable learning to their pupils that these schools are maintained, but to explain to them practically the best mode of doing this, that they, in turn, may know how best to apply the processes of educating others, by knowing how they themselves have acquired the knowledge they possess. There is nothing in all this incompatible with the cultivation of science or literature for their salutary effect upon the individual pupil, or with the development of a refined taste or any of those qualities which give ease and grace in the amenities of social intercourse. These are among the legitimate fruits of any well directed intellectual culture. What I mean by this is, that while the scheme of instruction which is prescribed in these schools tends, almost as a matter of course, to the attainment of the graces and accomplishments of scholarship, it has a wider aim and a broader purpose in its practical bearing upon the education of the children in the State.

This gives rise to two inquiries: 1st, What are these pupils expected to teach to others; and 2d, How it is to be done? In answering the first, we approximate the solution of another inquiry, which becomes important in determining the proper functions of Normal Schools. For if it is their object to teach pupils how to teach, it is obvious that the things must first be taught to them, which it will be in turn required of them to teach to others. If therefore it requires a whole two years' attention to these particular branches and those immediately connected with them, to fit a pupil to become a teacher, it must obviously be unwise, to use no stronger term, to divert her attention and occupy her time upon others, however important they might otherwise be considered in the light of general culture. It would be wasting time, for instance, for her to attempt to master Greek or the higher mathematics, not because these are not important branches of education in themselves, but because she can only do this at the expense of what is indispensable for her to know, if she hopes to succeed in the profession she has chosen. The remark applies to any language or accomplishment, the attainment of which requires the pupil to sacrifice any of the qualifications which are essential to success. Nor does the proposition lose any of its force, although, here and there, there may be a pupil whose taste or superior advancement might seem to call for a more extended course of instruction. It is not possible to afford the extra instruction required in such a case, without taxing the teachers with an undue amount of labor, or doing injustice to the other pupils who are pursuing their regular course, or else adding to the present corps of instructors. The objection to the last is, that the public are not sufficiently educated to the importance of these schools to be willing to appropriate money whereby such extra teachers can be procured or paid. One important step has first to be gained, and that is, to get the public up to the point of paying those who are already in the work. There is no class of labor so inadequately paid, if we regard its value and importance, as that of competent, well trained teachers of schools. The public mind is, we are happy to believe, in the process of being enlightened upon the subject; and every good teacher that goes into the field does something to bring sensibly before the people the miserable economy which refuses to provide a fair compensation for good instruction merely because it is furnished by a woman, or because that of a poor quality can be had cheap. The true policy, therefore, in respect to the number of sub-

jects to be studied in these Normal Schools, is to limit them to what can be fully, thoroughly and accurately taught by such a corps of teachers as can be employed and reasonably paid.

If now we turn to the other part of our question, as to how these subjects are to be taught, we shall have to consider what is the condition of those of whom the Normal pupils are expected to have charge. Our tables of statistics inform us that a large proportion of the children in attendance upon our common schools are of an age to be able to take only the primary and early steps in the curriculum of school instruction. Taking the census of 1860 and adding to those who are set down there as being between five and ten years of age, the 5,000 who were in attendance the last year under the age of five, and we have a total of more than 130,000 under the age of ten. I need not say in this presence, that the instruction of these must emphatically be elementary. Much of it must be in the very rudiments of knowledge. And if we go still further and include those between ten and fifteen, we embrace comparatively but few, especially in the country districts, who have advanced beyond the simpler branches of school education. It is to supply teachers for pupils of this grade that the Normal School was chiefly intended. But it may be asked, if this is all that a teacher is expected to accomplish, what is the occasion for speculating how she is to teach what must be so simple and easy to acquire? If teaching was simply mechanical, treating all children alike, and putting them through a daily drill like that of a company of raw recruits, if calling words was reading, and working out a sum in fractions or the rule of three was mastering, to any appreciable degree, the science of mathematics, I might be willing to concede that it mattered little how the teacher taught or the pupil learned these lessons. We might admit with Dogberry that "reading and writing comes of nature," and the old alliteration of the Rs, "*reading, riling and rithmetic*," might be easily acquired. But the more the Normal pupil studies into this matter, the more she perceives that there is a science in every step of intellectual training, and the more anxious she becomes to discover its laws and how they are applied. And she soon perceives that to do this successfully, she must be morally and intellectually, as well as liberally, trained herself. She must have command of the same powers in her constitution which she expects to reach and control in that of her pupils. She must have disciplined powers of attention. She must not only be able to get knowledge, but must be able to trace the steps and processes by which she gains it, and to make others understand and know how to apply the processes by which they too may acquire the knowledge which they seek. Then again her judgment must be trained, her sympathies awakened, and her faculties generally so far under her control as to be brought into lively and vigorous exercise at will. One of the main difficulties to be encountered in making an accurate scholar is, that he does not know how to study till he has been taught. And one of the earliest lessons which a teacher has to make a pupil understand, is what the process of study is. The Normal School aims to supply this very kind of instruction and training, which the pupil is in turn to apply to the children of her charge. And it is for this purpose that the State is careful to provide for them skilled teachers of experience and tried capacity. They deal with their pupils by laying open to their own comprehension the constitution of their own minds, and the processes by which they gain and use knowledge.

But the time in which this knowledge is to be acquired is limited to some eighteen months of actual study, and it is hardly necessary to repeat that the topics which can be thoroughly and effectively taught within that space of time must necessarily be few. Having reference to what their pupils are to teach again, these subjects divide themselves into two classes. One of them relates to what, in the process of learning, becomes incorporated as it were into the mind of the learner, so as to render what is acquired, as it were, intuitive, ready for use without any conscious mental effort. Of this character is the knowledge we get of letters in reading or writing. We forget the slow process by which we originally attained to the name and form and sound of these, both singly and in their combinations. So it is with calling words, or reading aggregates of numeral figures, or repeating the tabular results which we learn by rote from the multiplication table. I need not add how much of this learning is purely arbitrary. There is no process of *a priori* reasoning which could tell me that a certain shaped figure was a letter, or that it represented a certain sound, or that the something called "C" when in connection with a certain other letter, had a sound to which we give the name of K, and with another took the sound of what we call "S." And yet these arbitrary sounds and combinations have to be carefully and accurately taught to the child at the very outset of his school instruction. Nor is it entirely easy for even a skilled teacher to do this effectually. She has got to exercise tact and judgment and skill to adapt her instruction to the capacity of her pupil. She has not only to gain his attention, but must make what she wishes to impress upon him, intelligible to his mind. Compare for a moment the modern method of analyzing the sounds and relations of letters, by writing them before the pupil's eye on the blackboard and repeating the corresponding sound, and the former mode of having him draw out, letter by letter, week after week, in the process of what was called "learning his letters," a mere roll-call of hard sounds and arbitrary names.

So far then as this class of subjects is concerned, the teacher should aim mainly at precise accuracy, which is only to be acquired by imitation and repetition, under a rigid observance of definite rules. But when we go beyond these, to subjects involving reason and judgment as well as memory, in the conception and enunciation of thoughts and ideas which relate to them, something more than accuracy of recitation is required. And that raises the inquiry how far it is wise or necessary to make use of text-books. The question is an interesting one, and not without its difficulty. Learning a lesson out of a text-book and reciting it *memoriter*, as is too often done, does little to enrich or invigorate the mind. A learned recitation scholar is often a learned dunce. And yet the child when set to study, needs something to keep his mind steady, to give to it an orderly direction, to help him fix his attention, and to furnish him a principle of association and ready mnemonics. If the subject of instruction be at all abstract, few children can follow the teacher in an oral statement or a general proposition. Text-books help to supply these necessities of young scholars. Let the pupil learn his prescribed lessons thoroughly and accurately, and let these be arranged in an orderly sequence, and while he is training his memory, he is preparing to receive what his teacher ought to supply from her own well stored mind. The lesson in that way serves for her text, and is to be illustrated and enlivened by such familiar examples and explanations and inquiries as will open to the mind of the pupil new thoughts, and render what he has been

studying intelligible and interesting. And a recitation of this character, instead of being, as it too often has been, a dull, sing-song, meaningless thing, becomes the pleasantest exercise of the day to both teacher and pupil. But to do this implies thought and preparation on the part of the teacher, as much as it does study on that of the pupil. And it is in return a thousand times more inspiriting to both than a round of lessons varied only by the different degrees of dullness with which they are recited, or the different intensity of stupidity with which the pupil undertakes to master the words which he is trying to repeat.

Such are some of the hints, and they are merely hints, which are suggested by an occasion when our attention is called to the aims and purposes with which a band of high-minded, hopeful young women are preparing to enter the ranks of the noble profession of teachers.

But I may be met with something like a hint in reply, that this picture of a teacher's life is anything but attractive, from its want of excitement and interest. It would certainly be unfair to deal otherwise than frankly with any one of this class, as to what she is to expect when entering upon the duties and rewards of a teacher. And I am free to confess that there is much to justify the complaint of many in the profession, that it is a life of irksome routine, and that they are in danger of losing the proper stimulus to effort, by having to do with children whose minds are so much inferior to their own. This, however, is but a one-sided view of the question. And even if it presented all its bearings, what department of labor or industry, bodily or mental, is there of which the same complaint of monotony and routine might not be equally just. It is true of the duties and cares of the family. It is true of labor upon the farm, in the workshop and the manufactory. And even in what are called the liberal professions of law and medicine, no small share of their duties are mere matters of routine.

Regarded in this light, it really seems to resolve itself into the question, which is preferable, to go through a certain round of operations upon matter, or to do the same thing with mind? The question, in such a presence, can hardly fail to answer itself. And then again as to the danger of belittling one's mind by such a pursuit. That must evidently depend upon the temperament and habits of the teacher himself. If he is of an indolent, unambitious nature, working only when he is obliged, and content in doing the least possible labor for the most he can get, it makes little difference in the end with the growth of his mind whether he cuts out shoe leather by a pattern, or tends a spinning-frame, or hears boys daily recite a certain number of lines or paragraphs. But if, in the intervals of his work as a teacher, he will go outside of this into the world as it lies spread out before him, and take a part in what is being done and thought and said there, he has no occasion or chance to grow stagnant and rusty, or for suffering himself to subside into the type of Ichabod Crane or Dominie Sampson. Roger Sherman and Nathaniel Greene, of Revolutionary memory, were none the less capable to guide the councils or lead the armies of the Republic because they had spent their lives in the duties and details of the shop or the routine of daily industry. They had been trained and educated while doing this to other thoughts by the influences and circumstances by which they were surrounded. Think for a moment, when you begin to distrust the dignity of the employment which you have chosen as compared with that of any of your neighbors, of what that employment consists. Instead of forcing

the reluctant earth to yield the flowers that bloom for a day, or the fruits that ripen and decay in a single summer, or spending your cunning skill to fashion of wood or metal the parts of a curious machine, you are helping to perfect an engine of power whose subtle elements no human sagacity has ever yet completely analyzed, and whose capacity no calculus has been adequate to measure. The flower which you are to cultivate, though it be cut down even in its unfolding, will be sure to bear seed in other gardens under a more skillful training. What after all is the most calculated to damp the zeal and cool the ardor with which a teacher enters upon her work, is the slow returns which come of her best directed efforts. She either grows weary in waiting for the seed she has planted to spring up, or she finds it springing up on a stony soil, or being choked by the weeds and thorns that show a ranker growth. But this impatience is neither wise nor philosophical. Who that has planted the seedling oak can measure from day to day the growth that it is making? He waits, and in a few years the sapling has begun to assume the form and proportions of the tree, and in due time it rears itself in beauty and strength, till it stands unharmed by the storms that sweep over it. To measure what she has in fact done, the teacher should contrast the child just entering upon the mystic problem of syllables and words, with the beaming face and cheerful alacrity with which he gathers up as he reads from the printed page the incidents of some tale or narrative, or the eager delight with which he listens to the simple truths of science which she unfolds to his attentive ear. Or if she would comprehend the more signal triumphs of her skill, in striking out as it were the spark of genius which may have laid dormant till some such kindly hand has awakened it to life, let her look at the men and women who are stamping the impress of their own mind upon the passing age, and reflect that the world often owes its richest treasures of intellect to some fortunate hint, some word of encouragement given by an earnest teacher to an ingenuous pupil. Nor need she stop even there. If she would take a full measure of the grandeur of that miracle which she is helping to work out in the broader field of a nation's life, let her contrast for a single moment this noble old Commonwealth of ours, with her free schools, with any of the States where slavery has been keeping the human mind locked up in ignorance and barbarism.

Nor does the position of a teacher suffer in comparison with other avocations in which men engage, in the rewards which it offers to honorable personal ambition. I say nothing of it as an avenue to wealth, but of other encouragements which it offers liberal and generous minds. If we analyze the secret springs and motives for what we call ambition, it will be found that they resolve themselves into the love of power—power it may be to do good, or power to control others; and what field is there which opens so wide a scope for an honorable ambition like this as the life and business of a teacher of the young? He may not command the wills or direct the policy of the masses by the power of eloquence, the prerogative of office, or the leadership of a party; but he does far more than this, in guiding the thoughts and directing the judgments and developing the powers of those who are so soon to constitute the living energy of a united people. And in this we should ever bear in mind there is nothing involving superiority of blood or birth. On the contrary, the chance of success in such a mission is with one who, starting in obscurity, has caught something of that spirit which spurns and soars above the accident of name or birth. Nor

is there anything of sex in this power of the teacher to achieve success. If there is, it is in favor of the more refined sensitiveness and delicacy of organization of woman, which give her a readier access to the sympathies and sensibilities of the child. But whoever is engaged in a work like this, be it man or be it woman, is doing something towards shaping the character and destiny of the nation. The great conservative principle of a free government is education and the free school. I congratulate you, Miss Johnson, and your associates, and you, young ladies, on the distinguished presence of the honored chief magistrate of our Commonwealth, and these tried and true friends of education, and the evidence it gives of their appreciation of your services in the cause. I congratulate you that by the experiment this day inaugurated your sex is at last to have one fair field in which to vindicate the confidence which the Board of Education in behalf of the State have, that in the learning and skill and patriotic sentiment of her daughters, the Commonwealth is to share an element of moral power which has never before been fully developed, and that she is in this way to gain new strength and energy to meet the growing demand for influences like hers in the life-struggle through which our country is passing. The free states of Greece did not lose their independence so much from the lack of intelligence and love of liberty in their men, as for the want of the influence, the counsel and the equal companionship of virtuous and high-minded women. The sound of war is indeed hushed, but never has there been such a necessity for wise men and trained and educated teachers as the country feels to-day. Never has the influence of Massachusetts and her schools been more needed in the conflict with ignorance and a vicious political education, in which our country is involved, than they are to-day; and never has woman been called to higher and more responsible duties than those which devolve upon her in the part which she is acting as teacher and educator of the young to whom the ark of our liberties is so soon to be confided.

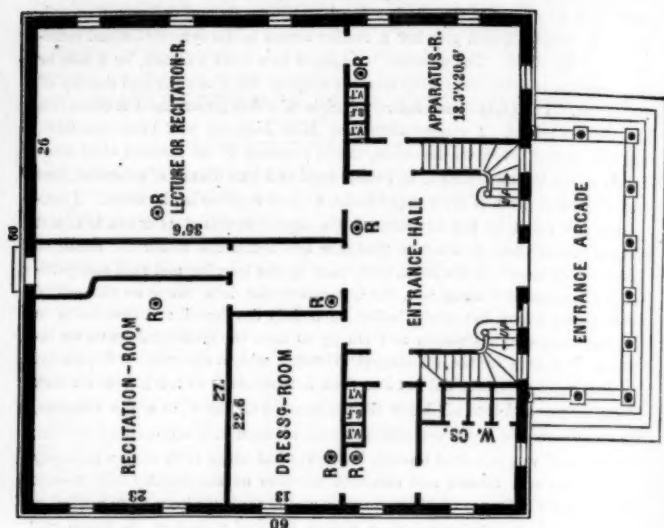
Take heart then, every one of you, teachers and pupils, while following out the mission in these halls to which they have been dedicated, in the assurance that it is to be your *privilege* to form a part of that noble army who are battling for free thought and the honor and integrity of a nation of free men.

The Special Committee of the Board of Education, in their report on the Normal School at Framingham for 1867, remark:

It is now as well settled that such a Principal and such a corps of teachers are competent to carry on and sustain such a school, as it is that such a school, under any heads, can be an efficient aid and instrumentality in the business of popular education in the State.

But if this be not an exaggeration, if the value of labor is to be judged of by the measure of its results, upon what principle of fairness and equality can we justify the scale of compensation which prevails in the State in respect to our schools? Why should one of two persons who does an important and indispensable work of precisely the same character for the public, equally well and equally acceptably, be paid in the ratio to each other of three to five, or one to two, because, in the economy of nature, one was born a woman and the other a man? It is not for the visitors of this school to engage in a discussion involving the questions now agitating the public mind in regard to the sexes. But they would be unworthy to claim a share in what are called the manly virtues, if they could see labor expended and talent employed, from term to term, and from year to year, for the best interests of the Commonwealth, without protesting that these ought to be paid by some other scale of compensation than the sex of those who perform this labor and bestow this talent.

Fig. 2.—FIRST FLOOR.



V. T—Ventilating Ducts. S. F—Smoke Flue. R—Registers for Hot Air.

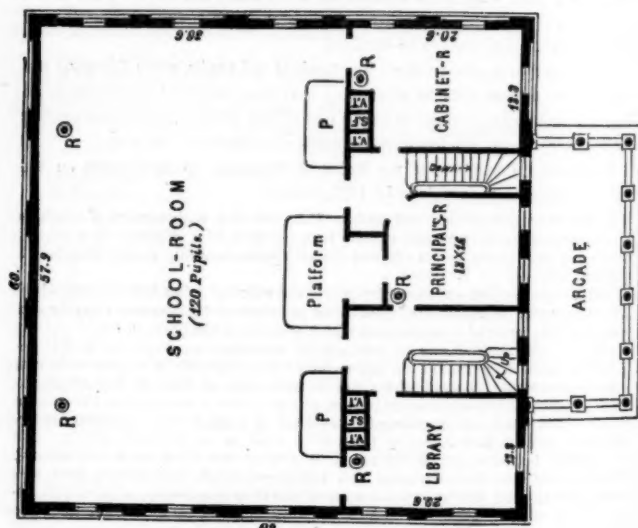


Fig. 3.—SECOND FLOOR.

THE STATE NORMAL SCHOOL AT WESTFIELD, MASS.

THE STATE NORMAL SCHOOL at Westfield, (Mass.,) was first opened at Barre, by an address from Hon. Edward Everett, on the 4th of September, 1839, and suspended in 1841, on its removal to Westfield. It was there re-opened on the 4th of September, 1844, by an address from Rev. Dr. Humphrey, President of Amherst College. In 1860 the building was enlarged by the addition of wings, and thoroughly repaired. From September, 1844, to the close of 1861, the aggregate attendance at the Westfield School was 1,633. It was under the Principalship of S. P. Newman, from September 4th, 1839, to February 10th, 1842; of E. Davis, from September 3d, 1844, to September 3d, 1846; of D. S. Rowe, from September 3d, 1846, to March, 1854; of W. H. Wells, from August 1854, to April, 1856; and of J. W. Dickinson, from April, 1856, to the present time. The following paragraphs are from the Annual Circular for 1862.

Male applicants for admission to the School must be at least seventeen years of age; female applicants, sixteen. There must be an explicit declaration that the applicant intends to become a teacher in the schools of Massachusetts. The applicant must give a pledge to remain in the School at least three terms, the first two of which shall be consecutive.

Candidates for admission must present themselves at the school-room on the first day of the term, at 9 o'clock A. M., and pass a satisfactory examination in Reading, Writing, Spelling, Defining, English Grammar, Geography, and Arithmetic. There will be an examination at no other time during the term, except for special reasons.

Each applicant must present a certificate of good intellectual and moral character, from some responsible person.

The following is the course of study, without regard to the order in which the branches will be pursued, or the length of time devoted to them:—

Geography, Physical and Political, with use of Globes and Outline Maps; Arithmetic; Grammar, and Analysis; Physiology; History of United States; General History, with Ancient Geography; Natural History; Algebra, Geometry; Natural Philosophy, with Experiments; Chemistry, with Experiments; Astronomy; History and Structure of the English Language, with Analysis of Milton and other Poets; School Laws of Massachusetts, and General Principles of Government; Theory and Art of Teaching, with Mental Philosophy; Rhetoric.

Reading, Writing, Elementary Sounds, Etymology, Spelling, Vocal Music, Composition, Recitations of Select Pieces, Extempore Speaking, Discussions, and Moral Philosophy, extend through the whole course.

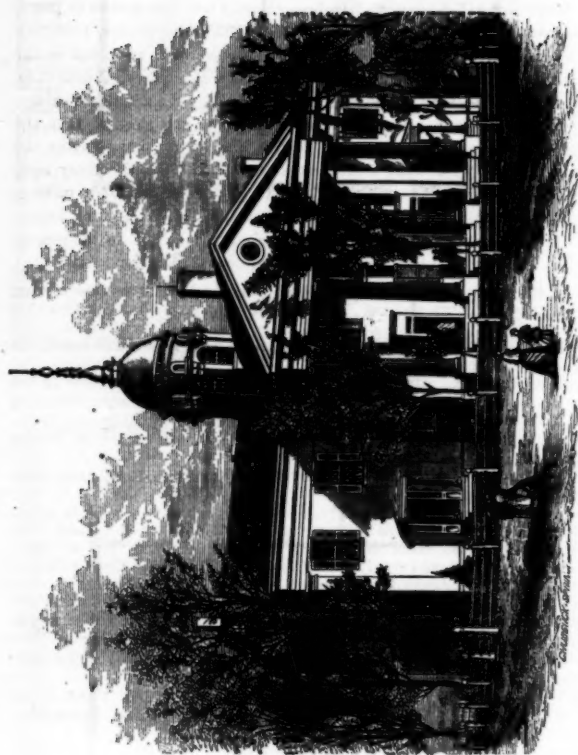
Botany, Drawing, Latin, and French are optional.

The pupils have daily teaching exercises in connection with the recitations, and the members of the Senior Class devote a large portion of their time to the Theory and Art of Teaching.

Every Wednesday afternoon is devoted to the exercises of the Lyceum conducted by the students.

Every pupil who honorably completes the Course of Study is entitled to the regular Diploma of the Institution, which does not hold itself responsible for any others, although they may have been members of the School.

There will be an advanced Class, which will enable the Graduates of the School to continue their studies beyond the prescribed course.



EXTERIOR OF THE STATE NORMAL SCHOOL, AT WESTFIELD, MASS.

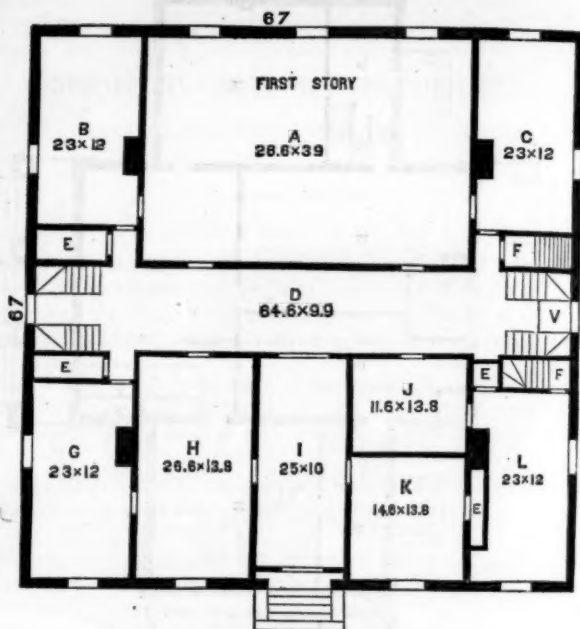


Fig. 1.—FIRST FLOOR.

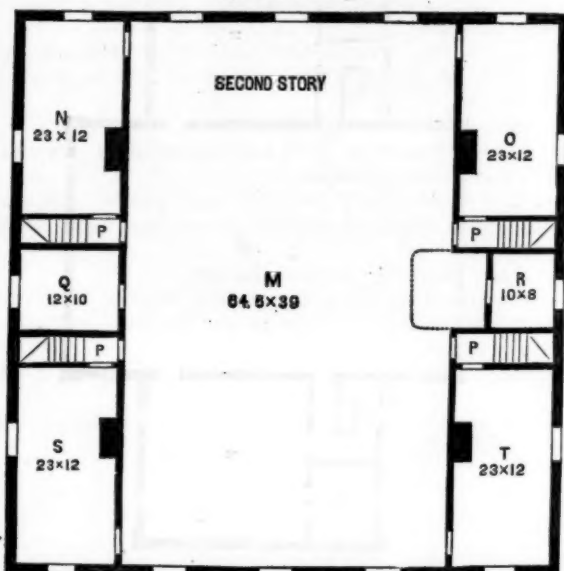


Fig. 2.—SECOND FLOOR.

THE PHILOSOPHY AND METHOD OF TEACHING

PURSUED AT THE WESTFIELD STATE NORMAL SCHOOL.

BY J. W. DICKINSON, A. M., PRINCIPAL.

1. THE PHILOSOPHY OF TEACHING.

If the mind is led to act in accordance with the laws of its nature, it will acquire the inclination and the ability to obey these laws. That state of the mind in which it has the inclination and the ability to obey the laws of its nature, is called Education; and the mind possessing this state, is said to be educated.

This definition of Education makes it a state of the mind and not a process. There is but one process by which the mind can be changed from one state to another, and that process is found in the mind's own activity.

By mental activity, knowledge is acquired, and the knowledge in turn excites activity, but it is activity only that produces a change in the powers that act.

As knowledge is both the product and the occasion of mental activity, knowledge seems to combine with mental activity in producing the state called Education.

That which produces a thing is the cause of that thing; then the cause of education is knowledge and mental activity. The cause of education is also called Instruction.

The term Instruction is sometimes used to signify knowledge, and sometimes to signify the process by which the teacher leads his pupils to acquire knowledge.

The word Instruction means to build within, and may well be limited in its application to mental activity and knowledge, which we have shown build up to perfection the mind itself.

It is the duty of the teacher to present in a right manner to the mind, objects and subjects which he desires to be the occasion of mental activity and knowledge.

The process of presenting occasions is Teaching.

The relations that Education, Instruction, and Teaching, hold to one another, are these: Instruction is the cause of Education, and Teaching is the occasion of Instruction.

Teaching must have for its object one of two ends, Knowledge or Education.

Knowledge as an end is valueless; then, the end towards which all intelligent teaching directs its attention, is Education.

If Education is the end the teacher should lead his pupil to attain, and if mental activity is the primary cause of Education, the teacher must provide right occasions for a complete and perfect mental activity. The ability to do this implies a knowledge of the ways in which the mind acts.

The modes, or ways of mental action, are three; thinking, feeling and choosing.

The mind thinking is called the Intellect: the mind feeling is called the Sensibilities; the mind choosing is called the Will.

The activity of the sensibilities is the result of thinking; the activity of the will is the result of feeling,—therefore, the teacher turns his attention primarily to the activity of the Intellect.

Every Intellectual act is an act of comparison.

The Intellect compares for perceptions, for general notions, for judgments, and for reasoning.

The teacher must present to the minds of the pupils, as occasions for these different acts of comparison, subjects and objects, named in proper order, for a *course of study*.

The course of study is divided into two courses: the one being an Elementary, the other a Scientific course.

In the Elementary course, the mind is excited to activity in acquiring a knowledge of facts.

This knowledge of facts is to be used as the occasion of Scientific knowledge.

A complete and perfect course of study, will name objects and subjects sufficient in number, and of the right kind, to guide the teacher in presenting occasions to the minds of his pupils, for making all kinds of comparisons; for comparing all kinds of objects; for comparing all kinds of relations, and for making the comparisons in the order, and in the manner required by the mind, as its powers are developed.

These are the principles which constitute the philosophy of teaching.

2. MODE OF TEACHING.

There are two ways of teaching. One way consists in presenting objects and subjects first as wholes, for general knowledge, then the parts and their relations for particular knowledge. The other way consists in first presenting parts of things, and the relations of the parts, for particular knowledge, then the whole made up of these parts and of their relations, for general knowledge.

These two ways of teaching are called Modes, or Methods. The first method is called the Analytic, the second the Synthetic method.

A synthetic method of study is impossible; as a method of teaching it is faulty for two reasons:

1st. The application of the method requires the teacher to present as occasions for mental activity and knowledge, parts of wholes, not as parts, but as independent individual things, that are not seen to hold any rela-

tion to the wholes of which they are parts, until the relation has been established by the teacher.

2d. The method requires the teacher to do the work that belongs to the student.

The application of the Analytic method requires the teacher to assign lessons for study, by the use of topics made out according to the following rules:

1st. The objects and subjects to be presented for study, should be of such a kind as are adapted to call into exercise the powers of the mind in accordance with the time and order of the development of these powers.

2d. The first topics assigned should be those that lead the pupil to study for Elementary knowledge.

3d. The first topic in any study should require the pupil to search for a general knowledge of the object or subject of study.

4th. The minor topics should present the parts of objects in a natural order, and of subjects in a logical order, and require the pupil to study for particular knowledge.

5th. The topics should lead the pupil to exhaust the subject.

Language is not to be considered the primary source of knowledge, but the mind is to be made conscious of having the ideas and thoughts to be expressed by the language used, before the language is employed.

This is done by actually bringing into the presence of the mind the object of study.

It is the duty of the teacher to excite the minds of his pupils to such mental activity as will lead to the state called Education, by bringing into their presence, in a right manner, the thing to be studied, and by guiding them to a knowledge of the facts and truths he would have them know.

All lessons are to be taught orally by the teacher, in such a manner that he will do nothing except furnish an occasion for knowledge.

The pupil should acquire the knowledge by his own mental activity.

The lesson thus taught will furnish for the pupil topics properly arranged for study, and a knowledge of the topics sufficient to enable him to continue to study them intelligently and profitably.

Text-books may be put into the hands of the pupils to be used as reference books. As text-books are sometimes used, they take away the possibility of independent mental activity on the part of both teacher and pupil.

The pupil having prepared his lesson, is to recite before the class upon the topic or topics, assigned at the time by the teacher.

He is to develop, without questions by the teacher, the topics assigned him, illustrating carefully the ideas and thoughts he expresses in words, before the expressions are made, observing to follow the same Analytic method in recitation that was observed by the teacher in assigning the topics, and by himself in studying them.

Both the teacher and the class are to observe carefully the pupil reciting, with reference to his knowledge, and his mode of teaching or reciting.

After the pupil has completed his recitation, the teacher and pupils may make criticisms, for the purpose of correcting mistakes, and for calling attention to new truth.

The pupil should be permitted, and even required, to use his active powers in obtaining knowledge, as well as his passive powers in receiving it.

The teacher should be constantly aware of the nature of his work, and of the end to be secured, and of the relation the means he employs holds to that end.

Successful teaching implies the existence of a course of study that is adapted to the wants of the mind as its powers are developed. It requires the employment of the right method in applying this course, and the presence of a teacher who understands the philosophy of his work.

The teacher must be supplied with all external means necessary for his teaching, and with the cordial sympathy of all in authority over him, and then he can so apply his philosophical method as to obtain a better and higher result than the schools have yet known.

STATE NORMAL SCHOOL.

AT BRIDGEWATER, MASS.

THE NORMAL SCHOOL AT BRIDGEWATER went into operation on the 9th of September, 1840, with 28 pupils. Up to August, 1846, pupils were received for two terms, which were not necessarily successive. Since that time they have been required to remain three successive terms of fourteen weeks each. In 1855, the period of attendance at all the State Normal Schools was fixed at one year and a half. This school receives both male and female pupils.

The following communication from Prof. Marshall Conant, the present Principal, sets forth the existing regulations respecting the admission of pupils, course of study, and other particulars.

Males must be at least seventeen years of age, and females at least sixteen.

Each candidate for membership is required to present a certificate of good MORAL CHARACTER, from some responsible person; and must pass a satisfactory examination in the common branches, viz.,—Reading, Spelling, Defining, Arithmetic, Writing, Grammar and Geography.

There is also required of the candidate a pledge to remain in the institution three consecutive terms, and faithfully to observe all its rules and regulations. If, however, the candidate is found to be qualified to enter advanced classes, his connection with the institution may be for a less time; but not less than one year.

The school year is divided into two terms: one beginning on the third Wednesday of March, and continuing 19 weeks; the other on the third Wednesday of September, and continuing 21 weeks. Annual session of the school, 40 weeks.

Pupils are received at the commencement of each term.

All candidates for admission are required to present themselves at the school room at 9 o'clock, A. M., of the *first day* of the term; for only in *very special* cases is any one entitled to an examination for admission *after* that day.

Tuition is gratuitous to those who design to become Teachers in the Public Schools of the State. To those from *other* States, who do not become Teachers in *this*, a fee of \$10 per term is charged for tuition; and the same also to those who enter the institution for the purpose of qualifying themselves to teach in Private Schools. A like amount for tuition is expected to be paid by those who fail to fulfill an expressed design to teach in the Public Schools of the State.

The State appropriates \$1000 a year for each of the Normal Schools, to aid those of its own students who find it difficult to meet the expense of attending one of those institutions without assistance. This aid is not granted during the first thirteen weeks of the course. Afterward, applicants for aid may expect to receive it as follows: those who reside not over twenty miles from the school, 50 cts. per week; those residing between 20 and 30 miles, \$1; and those over 30 miles, \$1.50 per week. If, however, the number of applicants in any term should be greater than to allow of these rates of distribution from the regular appropriation for the term, that amount will be distributed in the *proportion* of these rates.

Board is usually \$2.50 per week; exclusive of fuel and lights. And \$1.50 is required of every student, at the middle of each term, to meet incidental expenses.

It is also expected that every student will furnish himself with a copy of Lippincott's Gazetteer, and with one or two other smaller works; the whole expense of which may amount to \$7.00. All other text-books are furnished to the students free of charge.

The following table exhibits the course of studies pursued in the school, during the required time of connection with it, viz., one year and a half.

The pupils are divided into three classes; the Junior, Middle, and Senior.

The studies for the First Term, or Junior Class, stand upon the left of the table, next to the column of Hours, &c.; those for the Second Term, or Middle Class, occupy the next column to the right; those for the Third Term, or Senior Class, are placed upon the extreme right.

The table shows at a glance what are the particular studies for any part of the course, together with the days and hours of recitation.

The arrangements of the school are such that, besides pursuing this course of studies, the pupils are employed at times in giving instruction. This affords the principal and his assistants the opportunity of rendering the pupils more efficient aid in the application of principles, and the illustration of methods.

A course of lectures on Physical Geography is annually given in the school, in the month of December, by Prof Guyot; also a course on Chemistry, by some other professor.

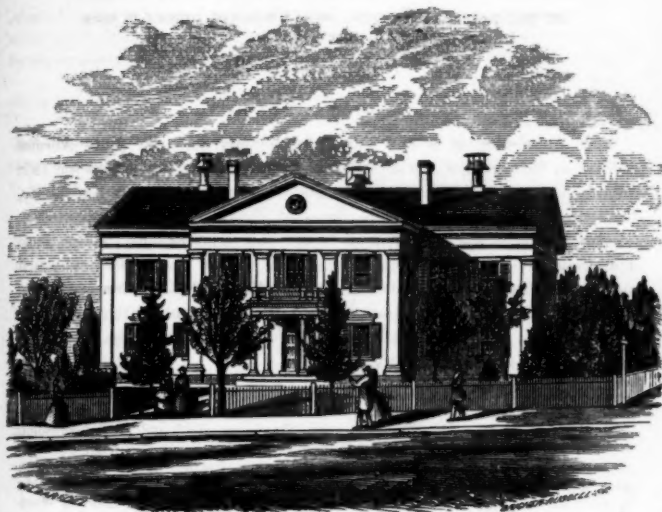
TABLE.—Plan of Study and Instruction in the State Normal School, at Bridgewater, Mass.

| MORNING. | | | | |
|-----------------------|----------------------------------|--------------|--|---------------------------------|
| MONDAY AND FRIDAY. | | | | |
| 9 to 9 1-4 | Devotional Exercises. | | | |
| 9 1-4 to 10-10 | Arithmetic. | Arithmetic. | | American History. |
| 10 1-4 to 11 | 1st Latin. | 2d Latin. | | 3d Latin. |
| 11 1-4 to 12 | Algebra. | Algebra. | | Polit. Class Book or Const. U S |
| TUESDAY AND THURSDAY. | | | | |
| 9 to 9 1-4 | Devotional Exercises. | | | |
| 9 1-4 to 10 1-2 | Geometry. | Nat. Philos. | | Trigonometry and Optics. |
| 10 3-4 to 12 | Arithmetic. | Arithmetic. | | Astronomy. |
| WEDNESDAY. | | | | |
| 8 1-2 to 8 3-4 | Devotional Exercises. | | | |
| 8 3-4 to 9 1-2 | Physiology. | Logic. | | Rhetoric |
| 9-35 to 10-35 | Compositions | | | |
| 10-45 to 12 | Music. | | | |
| SATURDAY. | | | | |
| 8 1-2 to 8 3-4 | Devotional Exercises. | | | |
| 8 3-4 to 9 1-2 | Physiology. | Logic. | | Rhetoric. |
| 9-35 to 10-35 | Algebra. | Algebra. | | Geology and Natural History |
| 10-45 to 11-40 | Grammar. | Grammar. | | Grammar. |
| 11-45 to 12 | Moral Philosophy and Duties. | | | |
| AFTERNOON. | | | | |
| 2* to 2-10 | Writing and Spelling every P. M. | | | |
| MONDAY AND THURSDAY. | | | | |
| 2-10 to 3 | Reading. | Reading. | | Book Keeping. |
| 3-5 to 3 3-4 | Grammar. | Grammar. | | Grammar. |
| 4 to 4 3-4 | Geography. | Geography. | | Geography or Indust. Drawing. |
| TUESDAY AND FRIDAY. | | | | |
| 2-10 to 3 | Reading. | Reading. | | Reading. |
| 3-5 to 3 3-4 | Ment. Arith. | Eng. Lan. | | Theory of Teach. & Sch. Laws |
| 4 to 4 3-4 | Geography. | Geography. | | Surveying and Drawing. |
| 4 3-4 to 5 | General Exercises every P. M. | | | |

There have been 1035 pupils, viz., 424 males and 611 females, connected with the school since its opening; of which number, 706 have completed the course of study.

* These are the hours for the Summer Term, those for the Winter Term are a half hour earlier.

STATE NORMAL SCHOOL AT BRIDGEWATER.



In 1861 the Legislature appropriated the sum of \$4,500 to the enlargement and repairs of the building. By this means the building originally 63 feet long by 41 feet wide, and two stories high, was enlarged by the addition of two wings, each 38 feet long and 24 feet wide, projecting from the center of the main edifice, and of the same height. Upon the lower floor are four convenient recitation rooms, two rooms, one for philosophical and the other for chemical apparatus, one room for mineralogical and geological specimens, and two ante-rooms for the pupils. In the second story, the whole of the original structure is devoted to a common school-room, which is 62 feet long by 40 feet wide, with a large recitation room opening from it into one of the wings, and a large library and reading room into the other wing.

By a subsequent appropriation new furniture has been supplied, the warming and ventilation of the entire building improved, and the grounds graded and securely inclosed.

The Visitors of this school in their report for 1865 report the following statistics:—

| | |
|--------------------------------------------------------------------|-------|
| Number admitted since September 9, 1840, to September, 1865, . . . | 1,499 |
| “ of graduates to September, 1865, | 956 |
| “ in attendance in 1864-65, | 122 |
| “ graduated in 1865, | 22 |

The course of study now embraces four terms or two years. The Principal expresses a desire for additional assistance “that the quality of our teaching may be improved by reducing the amount, for which the teacher could make more thorough preparation.”

REMARKS

AT THE DEDICATION OF THE STATE NORMAL SCHOOL-HOUSE
AT BRIDGEWATER.

August 19, 1846.

THE completion of a new edifice to accommodate the State Normal School at Bridgewater was signalized by appropriate exercises, on the 19th of August, 1846. Addressees were made during the day by His Excellency, Governor Briggs, Hon. William G. Bates, of Westfield, Amasa Walker, Esq., of Brookfield, at the church, and in the new school-room. After these addresses the company partook of a collation in the Town Hall, on which occasion the health of the Secretary of the Board of Education was given by the president of the day, and received by the company with enthusiastic applause. To this sentiment Mr. Mann responded as follows, as reported in the Boston Mercantile Journal.

Mr. President: Among all the lights and shadows that have ever crossed my path, this day's radiance is the brightest. Two years ago, I would have been willing to compromise for ten years' work, as hard as any I had ever performed, to have been insured that, at the end of that period, I should see what our eyes this day behold. We now witness the completion of a new and beautiful Normal School-house for the State Normal School at Bridgewater. One fortnight from to-morrow, another house, as beautiful as this, is to be dedicated at Westfield, for the State Normal School at that place. West Newton was already provided for by private munificence. Each Normal School then will occupy a house, neat, commodious, and well adapted to its wants; and the Principals of the schools will be relieved from the annoyance of keeping a Normal School in an *ad-hoc* Normal house.

I shall not even advert to the painful causes which have hastened this most desirable consummation,—since what was meant for evil has resulted in so much good. Let me, however, say to you, as the moral of this result, that it strengthens in my own mind what I have always felt; and I hope it will strengthen, or create, in all your minds, a repugnance to that sickly and cowardly sentiment of the poet, which made him long

“For a lodge in some vast wilderness,
Some boundless contiguity of shade,
Where rumor of oppression and deceit,
Of unsuccessful or successful wars,
Might never reach him more.”

There is oppression in the world which almost crushes the life out of humanity. There is deceit, which not only ensnares the unwary, but almost abolishes the security, and confidence, and delight, which rational and social beings ought to enjoy in their intercourse with each other. There are wars, and the question whether they are right or wrong tortures the good man a thousand times more than any successes or defeats of either belligerent. But the feeling which springs up spontaneously in my mind, and which I hope springs up spontaneously in your minds, my friends, in view of the errors, and calamities, and iniquities of the race, is, *not* to flee from the world, but to remain in it; *not* to hie away to forest solitudes or hermit cells, but to confront selfishness, and wickedness, and ignorance, at whatever personal peril, and to subdue and extirpate them, or to die in the attempt. Had it not been for a feeling like this among your friends, and the friends of the sacred cause of education in which you have enlisted, you well know that the Normal Schools of Massachusetts would have been put down, and that this day never would have shone to gladden our hearts and to reward our

tails and sacrifices. Let no man who knows not what has been suffered, what has been borne and forborne, to bring to pass the present event, accuse me of an extravagance of joy.

Mr. President, I consider this event as marking an era in the progress of education,—which, as we all know, is the progress of civilization,—on this western continent and throughout the world. It is the completion of the first Normal School-house ever erected in Massachusetts,—in the Union,—in this hemisphere. It belongs to that class of events which may happen once, but are incapable of being repeated.

I believe Normal Schools to be a new instrumentality in the advancement of the race. I believe that, without them, Free Schools themselves would be shorn of their strength and their healing power, and would at length become mere charity schools, and thus die out in fact and in form. Neither the art of printing, nor the trial by jury, nor a free press, nor free suffrage, can long exist, to any beneficial and salutary purpose, without schools for the training of teachers; for, if the character and qualifications of teachers be allowed to degenerate, the Free Schools will become pauper schools, and the pauper schools will produce pauper souls, and the free press will become a false and licentious press, and ignorant voters will become venal voters, and through the medium and guise of republican forms, an oligarchy of profligate and flagitious men will govern the land; nay, the universal diffusion and ultimate triumph of all-glorious Christianity itself must await the time when knowledge shall be diffused among men through the instrumentality of good schools. Coiled up in this institution, as in a spring, there is a vigor whose uncoiling may wheel the spheres.

But this occasion brings to mind the past history of these schools, not less than it awakens our hopes and convinces our judgment respecting their future success.

I hold, sir, in my hand, a paper, which contains the origin, the source, the *punctum saliens*, of the Normal Schools of Massachusetts. [Here Mr. Mann read a note from the Hon. Edmund Dwight, dated March 10th, 1838, authorizing him. Mr. Mann, to say to the Legislature, that the sum of ten thousand dollars would be given by an individual for the preparation of teachers of Common Schools, provided the Legislature would give an equal sum. The reading was received with great applause.]

It will be observed, resumed Mr. Mann, that this note refers to a conversation held on the evening previous to its date. The time, the spot, the words of that conversation can never be erased from my soul. This day, triumphant over the past, auspicious for the future, then rose to my sight. By the auroral light of hope, I saw company after company go forth from the bosom of these institutions, like angel ministers, to spread abroad, over waste spiritual realms, the power of knowledge and the delights of virtue. Thank God, the enemies who have since risen up to oppose and malign us, did not cast their hideous shadows across that beautiful scene.

The proposition made to the Legislature was accepted, almost without opposition, in both branches; and on the third day of July, 1839, the first Normal School, consisting of only *three* pupils, was opened at Lexington, under the care of a gentleman who now sits before me,—Mr. Cyrus Pierce, of Nantucket,—then of island, but now of continental fame.

[This called forth great cheering, and Mr. Mann said he should sit down to give Mr. Pierce an opportunity to respond. Mr. Pierce arose under great embarrassment; starting at the sound of his name, and half doubting whether the eloquent Secretary had not intended to name some other person. He soon recovered, however, and in a very happy manner extricated himself from the "fix" in which the Secretary had placed him. He spoke of his children, the pupils of the first Normal School, and of the honorable competition which ought to exist between the several schools; and to the surprise, as well as regret, of all who heard him, he spoke of being admonished by infirmities which he could not mistake, that it was time for him to retire from the profession. The audience felt as if, for once in his life, this excellent teacher had threatened to do wrong. He then told an amusing anecdote of a professor who retained his office too long, and was toasted by the students in the words of Dr. Watts.—"The Rev. Dr. —, Hush, my babe, he still and slumber." And then he sat down amidst the sincere plaudits of the company, who seemed to think he was not "so pingy old" as he wished to appear.]

I say, said Mr. Mann, on resuming, that, though the average number of Mr. Pierce's school is now from sixty to eighty; and though this school, at the present term, consists of one hundred pupils, yet the first term of the first school opened with *three* pupils only. The truth is, though it may seem a paradox to

say so, the Normal Schools had to come to prepare a way for themselves, and to show, by practical demonstration, what they were able to accomplish. Like Christianity itself, had they waited till the world at large called for them, or was ready to receive them, they would never have come.

In September, 1839, two other Normal Schools were established: one at Barre, in the county of Worcester, since removed to Westfield, in the county of Hampden; and the other at this place, whose only removal has been a constant moving onward and upward, to higher and higher degrees of prosperity and usefulness.

In tracing down the history of these schools to the present time, I prefer to bring into view, rather the agencies that have helped, than the obstacles which have opposed them.

I say, then, that I believe Massachusetts to have been the only State in the Union where Normal Schools could have been established; or where, if established, they would have been allowed to continue. At the time they were established, five or six thousand teachers were annually engaged in our Common Schools; and probably nearly as many more were looking forward to the same occupation. These incumbents and expectants, together with their families and circles of relatives and acquaintances, would probably have constituted the greater portion of active influence on school affairs in the State; and had they, as a body, yielded to the invidious appeals that were made to them by a few agents and emissaries of evil, they might have extinguished the Normal Schools, as a whirlwind puts out a taper. I honor the great body of Common School teachers in Massachusetts for the magnanimity they have displayed on this subject. I know that many of them have said, almost in so many words, and, what is nobler, they have acted as they have said:—"We are conscious of our deficiencies; we are grateful for any means that will supply them,—nay, we are ready to retire from our places when better teachers can be found to fill them. We derive, it is true, our daily bread from school-keeping, but it is better that our bodies should be pinched with hunger than that the souls of children should starve for want of mental nourishment; and we should be unworthy of the husks which the swine do eat, if we could prefer our own emolument or comfort to the intellectual and moral culture of the rising generation. We give you our hand and our heart for the glorious work of improving the schools of Massachusetts, while we scorn the baseness of the men who would appeal to our love of gain, or of ease, to seduce us from the path of duty." This statement does no more than justice to the noble conduct of the great body of teachers in Massachusetts. To be sure, there always have been some who have opposed the Normal Schools, and who will, probably, continue to oppose them as long as they live, lest they themselves should be superseded by a class of competent teachers. These are they who would arrest education where it is; because they cannot keep up with it, or overtake it in its onward progress. But the wheels of education are rolling on, and they who will not go with them must go under them.

The Normal Schools were supposed by some to stand in an antagonistic relation to academies and select schools; and some teachers of academies and select schools have opposed them. They declare that they can make as good teachers as Normal Schools can. But, sir, academies and select schools have existed in this State, in great numbers, for more than half a century. A generation of school-teachers does not last, at the extent, more than three or four years; so that a dozen generations of teachers have passed through our Public Schools within the last fifty years. Now, if the academies and high schools can supply an adequate number of school-teachers, why have they not done it! We have waited half a century for them. Let them not complain of us, because we are unwilling to wait half a century more. Academies are good in their place; colleges are good in their place. Both have done invaluable service to the cause of education. The standard of intelligence is vastly higher now than it would have been without their aid; but they have not provided a sufficiency of competent teachers; and if they perform their appropriate duties hereafter, as they have done heretofore, they cannot supply them; and I cannot forbear, Mr. President, to express my firm conviction, that if the work is to be left in their hands, we never can have a supply of competent teachers for our Common Schools, without a perpetual Pentecost of miraculous endowments.

But if any teacher of an academy had a right to be jealous of the Normal Schools, it was a gentleman now before me, who, at the time when the Bridgewater Normal School came into his town, and planted itself by the path which led to his door, and offered to teach gratuitously such of the young men and women attending his school, as had proposed to become teachers of Common Schools, instead of opposing it, acted with a high and magnanimous regard to the great interests of humanity. So far from opposing, he gave his voice, his vote, and his purse, for the establishment of the school, whose benefits, you, my young friends, have since enjoyed. (Great applause.) Don't applaud yet, said Mr. Mann, for I have better things to tell of him than this. In the winter session of the Legislature of 1840, it is well known that a powerful attack was made, in the House of Representatives, upon the Board of Education, the Normal Schools, and all the improvements which had then been commenced, and which have since produced such beneficent and abundant fruits. It was proposed to abolish the Board of Education, and to go back to the condition of things in 1837. It was proposed to abolish the Normal Schools, and to throw back with indignity, into the hands of Mr. Dwight, the money he had given for their support.

That attack combined all the elements of opposition which selfishness and intolerance had created,—whether latent or patent. It availed itself of the argument of expense. It appealed invidiously to the pride of teachers. It menaced Prussian despotism as the natural consequence of imitating Prussia in preparing teachers for schools. It fomented political partisanship. It invoked religious bigotry. It united them all into one phalanx, animated by various motives, but intent upon a single object. The gentleman to whom I have referred was then a member of the House of Representatives, and Chairman of the Committee on Education, and he, in company with Mr. Thomas A. Greene, of New Bedford, made a minority report, and during the debate which followed, he defended the Board of Education so ably, and vindicated the necessity of Normal Schools and other improvements so convincingly, that their adversaries were foiled, and these institutions were saved. The gentleman to whom I refer is the Hon. JOHN A. SHAW, now Superintendent of schools in New Orleans.

[Prolonged cheers;—and the pause made by Mr. Mann, afforded an opportunity to Mr. Shaw, in his modest and unpretending manner, to disclaim the active and efficient agency which he had had in rescuing the Normal Schools from destruction before they had had an opportunity to commend themselves to the public by their works;—but all this only increased the animation of the company, who appeared never before to have had a chance to pay off any portion of their debt of gratitude. After silence was restored, Mr. Shaw said that every passing year enforced upon him the lesson of the importance and value of experience in school-keeping. Long as he had taught, he felt himself improved by the teachings of observation and practice; and he must therefore express his joy and gratitude at the establishment and the prosperity of the school at that place, whatever might be the personal consequences to himself.]

Nor, continued Mr. Mann, is this the only instance of noble and generous conduct which we are bound this day to acknowledge. I see before me a gentleman who, though occupying a station in the educational world far above any of the calamities or the vicissitudes that can befall the Common Schools,—though, pecuniarily considered, it is a matter of entire indifference to him whether the Common Schools flourish or decline,—yet, from the beginning, and especially in the crisis to which I have just adverted, came to our rescue, and gave all his influence, as a citizen and as a teacher, to the promotion of our cause; and whom those who may resort hither, from year to year, so long as this building shall stand, will have occasion to remember, not only with warm emotions of the heart, but, during the wintry season of the year, with warm sensations of the body also.* I refer to Mr. GEO. B. EMERSON.

[Mr. Emerson was now warmly cheered, until he rose, and in a heartfelt address of a few moments, expressed his interest in the school, and in the cause of education, which he begged the young teachers not to consider as limited to this imperfect stage of our being.]

These, said Mr. Mann, are some of the incidents of our early history. The late events which have resulted in the generous donations of individuals, and in the patronage of the Legislature, for the erection of this, and another edifice at Westfield, as a residence and a home for the Normal Schools,—these events, I shall

* Mr. Emerson has furnished, at his own expense, the furnace by which the new school-house is to be warmed.

consult my own feelings, and perhaps I may add, the dignity and forbearance which belong to a day of triumph, in passing by without remark.

[This part of the history, however, was not allowed to be lost. As soon as the Secretary had taken his seat, the Rev. Mr. Waterston, who had been instrumental in getting up the subscription to erect the two school-houses, arose, and eloquently completed the history. He stated, in brief, that the idea of providing suitable buildings for the Normal Schools originated with some thirty or forty friends of popular education, who, without distinction of sect or party, had met, in Boston, in the winter of 1844-5, to express their sympathy with Mr. Mann in the vexatious conflict which he had so successfully maintained; and who desired, in some suitable way, to express their approbation of his course in the conduct of the great and difficult work of reforming our Common Schools. At this meeting, it was at first proposed to bestow upon Mr. Mann some token evincive of the personal and public regard of its members; but, at a subsequent meeting, it was suggested that it would be far more grateful and acceptable to him to furnish some substantial and efficient aid in carrying forward the great work in which he had engaged, and in removing those obstacles and hindrances both to his own success and to the progress of the cause, which nothing but an expenditure of money could effect. No way seemed so well adapted to this purpose as the placing of the Normal Schools upon a firm and lasting basis, by furnishing them with suitable and permanent buildings; and the persons present thereupon pledged themselves to furnish \$5000, and to ask the Legislature to furnish a like sum for this important purpose. The grant was cheerfully made by the Legislature, whose good-will has since been further expressed by a liberal grant, to meet the expenses of those temporary Normal Schools, called Teachers' Institutes. Mr. Mann, who had not yet taken his seat, then continued as follows:]

I have, my young friends, former and present pupils of the school, but a single word more to say to you on this occasion. It is a word of caution and admonition. You have enjoyed, or are enjoying, advantages superior to most of those engaged in our Common Schools. Never pride yourselves upon these advantages. Think of them often, but always as motives to greater diligence and exertion, not as points of superiority. As you go forth, after having enjoyed the bounty of the State, you will probably be subjected to a rigid examination. Submit to it without complaint. More will sometimes be demanded of you than is reasonable. Bear it meekly, and exhaust your time and strength in performing your duties, rather than in vindicating your rights. Be silent, even when you are misrepresented. Turn aside when opposed, rather than confront opposition with resistance. Bear and forbear, not defending yourselves, so much as trusting to your works to defend you. Yet, in counseling you thus, I would not be understood to be a total non-resistant,—a perfectly passive, non-elastic sand-bag, in society; but I would not have you resist until the blow be aimed, not so much at you, as, through you, at the sacred cause of human improvement, in which you are engaged,—a point at which forbearance would be allied to crime.

To the young ladies who are here—teachers and those who are preparing themselves to become teachers,—I would say, that, if there be any human being whom I ever envied, it is they. As I have seen them go, day after day, and month after month, with inexhaustible cheerfulness and gentleness, to their obscure, unobserved, and I might almost say, unrequited labors, I have thought that I would rather fill their place, than be one in the proudest triumphal procession that ever received the acclamations of a city, though I myself were the crowned victor of the ceremonies. May heaven forgive them for the only sin which, as I hope, they ever commit,—that of tempting me to break the commandment, by coveting the blissfulness and purity of their quiet and secluded virtues.

STATE NORMAL SCHOOL

AT SALEM, MASS.

HISTORY.

ON account of an earnest demand made by the people in the northeastern part of the State in 1853, the Board of Education recommended to the Legislature the establishment of a fourth Normal School, to be located in Essex County. In accordance with the recommendation, an appropriation of \$6,000 was promptly made. The advantages presented by the city of Salem for the accommodation of a State School were so manifest, and the liberality which the city extended to the school was so satisfactory, that the Board of Education determined to locate a Normal School for female teachers at Salem. The authorities of the city furnished a suitable lot of land, and erected thereon an acceptable and properly furnished building, at an expense of \$12,000 beyond the 6,000 appropriated by the State, and \$2,000 contributed to the enterprise by the Eastern Railroad Company. The building was dedicated with appropriate ceremonies, Sept. 14, 1854. Governor Washburn presided on the occasion, and a formal Address was delivered by Ex-Governor Geo. L. Boutwell.

The school opened under favorable auspices; sixty-two young ladies were admitted on the first day, and thirteen afterwards joined the class.

ORGANIZATION AND INSTRUCTION.

Candidates for admission must be at least sixteen years of age; must present a satisfactory certificate of good moral character; must declare their full intention of faithfully observing the regulations of the school, during their connection with it, and of afterwards teaching in the public schools of Massachusetts; and must pass a satisfactory examination in Geography, the History of the United States, and Algebra (through Equations of the First Degree with one unknown quantity).

Pupils are admitted from any State without charge for tuition, in case they declare their purpose to teach in the public schools of Massachusetts. Young ladies who intend to teach in private schools, or in other States, are allowed the privileges of the school on paying a tuition fee of \$30.00 a year.

To all pupils who propose to teach in the public schools of the State, tuition is free; and to all the members of the school, the requisite textbooks are, with few exceptions, furnished gratuitously. To defray incidental expenses, \$2.00 a term is paid by each pupil.

For the assistance of those who would find even the moderate expenses of the school burdensome, the Commonwealth makes an annual appro-

priation of a thousand dollars. One half of this amount is distributed at the close of each term, among pupils from Massachusetts who may merit and need the aid, in sums varying according to the distance of their residence from Salem, and their necessary expenses in attending the school, but not exceeding in any case \$1.50 per week. In this distribution, the first term of the pupil's connection with the school is not reckoned, unless she enters prepared to complete the prescribed course of study in less than two years.

Aid is also rendered, in case of special merit and need, from the income of a fund of five thousand dollars, for which the school is indebted to the munificent bequest of Nathaniel I. Bowditch, Esq., of Brookline.

School Terms—Studies.

The regular course of study, from the organization of the school down to 1865, occupied three terms of twenty weeks each, the terms at first beginning respectively, on the second Wednesday of March and the second Wednesday of September.

Commencing with 1865, the regular course of study has occupied two years, or four terms, each of twenty weeks. This change was made for the purpose of allowing more ample time for thorough instruction and training in the various subjects taught.

Advanced Class.

Ladies who have successfully completed the regular course of study, are allowed to remain in school and pursue a higher course. Former studies are carried on to a greater extent, and new studies, such as belong to a High School course, are introduced. Three terms were assigned to the course until 1866, when it was reduced to two terms.

Course of Study.

Some studies are attended to through the entire course, viz: Reading, Spelling, Etymologies, Rhetoric, English Composition, Mental Arithmetic, Drawing, (including pencil, crayon, and black-board drawing), Vocal Music, and Physical Culture.

In addition to the foregoing, the studies pursued during the successive terms, are as follows:

First Term. Arithmetic, Algebra, English Grammar, Geography of the Western Continent, History of the United States, Writing, (with especial reference to the way of teaching it), Anatomy and Physiology, and Chemistry.

Second Term. Arithmetic, Algebra, Geometry, English Language, (its History and Construction), Geography of the Eastern Continent, and Botany.

Third Term. Arithmetic, Algebra, Natural Philosophy, Mental Philosophy, English Literature, General History.

Fourth Term. Astronomy, Geology, Physical Geography, Mental Philosophy, Logic, Constitution of the United States, School Laws of

Massachusetts, and Principles and Methods of Teaching, and of School Management.

Optional Studies.

Soon after the commencement of each term, pupils who are able to do more than the work assigned in the regular course, are formed into special classes, in the French and Latin languages, attention being chiefly given to the modes of teaching those languages.

Advanced Course.

Graduates of the regular course are permitted to remain in the school one additional year. During this time they attend to the Higher Mathematics, (including Plane and Spherical Trigonometry), English Literature, Latin and French, and pursue to a greater extent some of the studies of the undergraduate course, especially Natural Philosophy and Chemistry.

Aims and Methods of Study and Training.

The ends aimed at in this school are chiefly two, viz: The acquisition of the necessary knowledge, and art of teaching.

From the beginning to the end of the course, all studies are conducted with especial reference to the best ways of teaching them. Recitations alone, however excellent, are not satisfactory, unless every pupil is able to teach others that which she has herself learned. In every study, the pupils in turn occupy temporarily the place of teacher of their classmates, and are subjected to their criticisms as well as those of the regular teacher. Teaching exercises of various kinds form a large and important part of the school work. During the Senior term, object lessons are daily given to classes of children from an adjacent primary school, so that every pupil obtains, before graduating, considerable experience in teaching young children to observe, think and give expression to thought.

Nearly all the studies are conducted upon the topical plan. Text-books are used chiefly as books of reference. Topics are assigned from day to day by the teacher, and the scholars are required to obtain the requisite knowledge from the various sources at command. The committing of text-books to memory is avoided as far as possible, the scholars being trained to depend upon thoughts rather than words.

The great object of the school is to make the pupils investigate, think and speak for themselves; to make them independent, self-reliant, and ready to meet whatever difficulties may arise.

Discipline.

The discipline of the school is made as simple as possible. Pupils are expected to govern themselves; to do without compulsion what is required, and to refrain voluntarily from all improprieties. Those who are unwilling to conform cheerfully to the known wishes of the Principal and his Assistants, are presumed to be unfit to become teachers.

It is not deemed necessary to awaken a feeling of emulation in order to induce the scholars to perform their duties faithfully. The ranking of

scholars according to their comparative success in studies, is not here allowed. Faithful attention to duty is encouraged for its own sake, not for the purpose of obtaining certain marks of credit.

Promotions and Graduations.

Promotions from one class to another are made by means of an elaborate written examination at the close of each term. These examinations cover every study pursued during the term, and the result in each study must be satisfactory, to entitle the pupil to advance to the study next in order. A general failure on the part of a pupil compels her to retake the entire work of the term. In case of a partial failure, re-examinations are allowed.

In the Senior term, a special examination is had in all the branches taught in the common schools, and only those who pass it successfully are permitted to graduate.

Number of Pupils. Graduates.

The whole number of pupils in the School from its establishment in September, 1854, to July 1, 1867, is 1041. The whole number of graduates to the same date, is 453. The number present during the term ending at the latter date, was 149, the largest number present during any term.

PRINCIPALS

On the opening of the Normal School in 1854, Richard Edwards was appointed Principal. He resigned in 1854, to accept an appointment to the charge of the City Normal School of St. Louis. He left the latter place in 1862, to accept the Presidency of the Illinois Normal University. Alpheus Crosby, formerly Professor in Dartmouth College, was appointed Principal in 1857, and entered upon the duties in the school in October of that year. Prof. Crosby resigned in 1865, and Daniel P. Hagar, Principal of the High School in Jamaica Plains, was appointed his successor.

EXTRACT FROM AN ADDRESS

BY EX-GOVERNOR GEORGE S. BOUTWELL,

AT THE DEDICATION OF THE STATE NORMAL SCHOOL AT SALEM,

August 19th, 1854.

THE house you have erected is not so much dedicated to the School as to the public; the institution here set up is not so much for the benefit of the young men and women who may become pupils, as for the benefit of the public which they represent. The appeal is, therefore, to the public to furnish such pupils, in number and character, that the institution may soon successfully enter upon the work for which it is properly designed. But the character and value of this school depend on the quality of its teachers more than on all things else. They should be thoroughly instructed, not only in the branches taught, but in the art of teaching them. The teacher ought to have attained much that the pupil is yet to learn; if he has not, he can not utter words of encouragement, nor estimate the chances of success. It is not enough to know what is contained in the text-book; the pupil should know that at least; the teacher should know a great deal more. A person is not qualified for the office of teacher when he has mastered the contents of a book; and has, in fact, no right to instruct others until he has mastered the subject." Here then seems to be the gist of the whole matter. We in Maine have at length an opportunity to do something which may be made of great benefit to the public schools of the State, and, through them, to the cause of general good learning. This is to be done through the instrumentality of an institution—the Normal School. Very largely is this trust committed to the hands of the educational men of the present day among us. Future generations will hold us responsible for a right discharge of our duties. Let us not prove recreant to our sacred trust.

When that great educator, who has left a bright and ineffaceable record upon the annals of the present age, heard of his election as master of the School at Rugby, he wrote to Dr. Hawkins, whose recommendation, in which he expressed his belief that Arnold would revolutionize the system of public instruction in Europe—had done most towards securing his appointment, in the following touching words:

"I need not tell you how unexpected this result [my election] has been to me, and I hope I need not say also what a solemn and overwhelming responsibility is imposed upon me. I would hope to have the prayers of my friends, together with my own, for a supply of that true wisdom which is required for such a business." The position of a Normal School teacher is one of "solemn and overwhelming responsibility," and the person occupying it needs a wisdom that comes through communion with the Divine One. This institution, like the noble, the lamented Arnold, is nothing less than revolutionary in its relationship to the Common Schools. It will fail to accomplish its mission, or it will regenerate. It will give life, or it itself will die.

It remains to be said—if indeed that be necessary—that I believe with De Gasparin and De Tocqueville, that in the universality of common instruction is the true superiority of Americans: that I believe, with the leading patriots of my country, that republican institutions can not exist for any length of time except they be enshrined in the hearts of an intelligent, liberty-loving people; that to retain the true superiority of which we, as a nation, are acknowledged to be possessed, we must retain and improve its cause—the public school system; that I believe, with the lamented Mann and Page, the living Barnard, the patriotic and eloquent Everett, and a host of other eminent educators, that the Normal School is a necessity—a *sine qua non*—for the perfection of a system of instruction for the people; and lastly, and consequently, that I would give to

the Normal School its right to rank among the institutions which, as an harmonious whole, work for the preservation of American Freedom.

Let it not be thought, my friends, that I am an enthusiast in respect to the position which the Normal and the public school hold among the institutions of our nation, and the consequent glory of the profession of the popular educator. Here is a cause in which, surrounded by the safeguards of the Christian religion, one need not fear to be enthusiastic.

THE OFFICE OF THE PUBLIC SCHOOL TEACHER

Before the public school teachers of this nation, there is opening a future, which, like every other prospective view in the time in which we live, is at once solemn and cheering. It is cheering to believe that we may live to see the day when education for the people shall be as much prized in the South as in the North; that from the "one true seed of freedom" which the Pilgrims of 1620 were commissioned of the Almighty to plant upon these then benighted shores, has grown the Tree of Life, whose leaves are for the healing of the nation. But it is solemn—O, is it not intensely solemn!—to reflect that upon our shoulders is to be thrown so great responsibility; that not alone upon the field of battle, but more certainly upon the field of moral thought, are to be laid the firm foundations of a regenerated republican liberty! American citizenship is, and is to be a grander, loftier thing in the future than it has been in the past. Our baptism of blood is to do its work of purification; and, thus, looking with the vision of a poet of the motherland, we discerned through the gloomy days of battle, through the fierce conflict of our nation's heroic period, the dawn-breaking of a more comprehensive, more brilliant social illumination. We said with Tennyson:

"Tho' many a light shall darken, and many shall weep
For those that are crushed in the clash of jarring claims,
Yet God's just wrath shall be wreaked on a giant liar;
And many a darkness into the light shall leap,
And shine in the sudden making of splendid names,
And noble thought be freer under the sun,
And the heart of a people beat with one desire."
* * * * *

"Let it flame or fade, and the war roll down like a wind,
We have proved we have hearts in a cause; we are noble still,
And all have awaked, as it seems, to the better mind;
It is better to fight for the good than to rail at the ill."

The end of our conflict was not, when, with ringing of bells, with roar of deep-mouthed cannon, with bonfires and illuminations, with notes of praise, and with voice of silver-toned oratory, we celebrated the restoration of peace and union. For then came the necessity for the highest qualities of statesmanship, in State legislatures and a national Congress. And again, the end is not when the counsels of the statesman, under the blessings of Divine Providence, shall have settled the most complicated problems growing out of the present disjointed condition of our affairs. After all that, in the dim distant future, when you and I shall have acted well or ill our part upon the stage of life and shall sleep with the fathers of the Republic, the generations that will come will find a work high and glorious, made doubly sacred by the blood and prayers and tears of their predecessors.

The American citizen is to act a part in all this, and the American citizen is to be taught in youth in the public school. Will any one say that the position of a common school teacher is one of small account—will any gainsay his claim to a preparation for his professional duties at the expense of that people to whom his service is so important? True it is, as some one has said, "Let a people treat with scorn the defenders of its liberties, and invest them with the symbols of degradation, and it will soon have none to defend them." There is no more sure defense to republican liberty than the public school; there is no truer personal defender of American institutions than the schoolmaster. Treat him with scorn, invest him with the symbols of degradation if you dare. God may give him grace still to labor on, but it will be with a saddened heart—a life without an earthly ambition.

NEW YORK STATE NORMAL SCHOOL

AT ALBANY.



THE Normal School for the state of New York, was established by an act of the Legislature in 1844, "for the instruction and practice of Teachers of Common Schools, in the science of Education and the art of Teaching." It was first established for five years, as an experiment, and went into operation on the 18th of December, 1844, in a building provided gratuitously by the city of Albany, and temporarily fitted up for that purpose. In 1848, an act was passed by the Legislature "for the permanent establishment of the State Normal School," appropriating \$15,000 toward the erection of a suitable building. The following year an additional appropriation of \$10,000 was made for its completion. A large and commodious edifice, (See Fig. 1, 2, 3, 4, 5, 6,) containing a dwelling-house for the Principal, has accordingly been erected on the corner of Lodge and Howard streets, adjoining the State Geological and Agricultural Rooms. To this building the school was removed on the 31st of July, 1849. At the expiration of the term of five years for which this institution was originally established, and in connection with the closing exercises of the Summer

Session ending September 27, 1849, Samuel S. Randall, Esq., Deputy Superintendent of Common Schools, pronounced an address in which the origin and progress of the Normal School is thus graphically set forth:

For several years prior to 1844, the attention of the friends of Common School education in this state had been strongly directed to the inadequacy of the existing agencies for the preparation of duly qualified teachers for our elementary institutions of learning. Liberal endowments had, from time to time, during a long series of years, been bestowed upon the academies in different sections of the state, with a view to the attainment of this object; but the practical inability of these institutions to supply the demand thus made upon them with all the resources at their command, soon became obvious and undeniable. The establishment of Normal Schools for this special and exclusive purpose in various portions of Europe, where popular education was most flourishing, and in the adjoining state of Massachusetts, long and honorably distinguished for her superior public and private schools, and the manifest tendency of these institutions to elevate and improve the qualifications and character of teachers, had begun to attract the regard of many of our most distinguished statesmen.

On a winter's afternoon, early in the year 1844, in a retired apartment of one of the public buildings in this city, might have been seen, in earnest and prolonged consultation, several eminent individuals whose names and services in the cause of education are now universally acknowledged. The elder of them was a man of striking and venerable appearance—of commanding intellect and benignant mien. By his side sat one in the prime and vigor of manhood, whose mental faculties had long been disciplined in the school of virtuous activity, and in every lineament of whose countenance appeared that resolute determination and moral power, which seldom fails to exert a wide influence upon the opinions and actions of men. The third in the group was a young man of slight frame and pale, thoughtful visage; upon whose delicate and slender form premature debility had palpably set its seal; yet whose opinions seemed to be listened to by his associates with the utmost deference and regard. The remaining figure was that of a well-known scholar and divine, whose potent and beneficial influence had long been felt in every department of the cause of popular education, and whose energy, activity and zeal had already accomplished many salutary and much needed reforms in our system of public instruction.

The subject of their consultation was the expediency and practicability of incorporating upon the Common School system of this state an efficient instrumentality for the education of teachers. The utility of such a measure, and its importance to the present and prospective interests of education, admitted, in the minds of these distinguished men, of no doubt. The sole question was whether the public mind was sufficiently prepared for its reception and adoption: whether an innovation so great and striking, and involving as it necessarily must a heavy and continued expenditure of the public money, might not be strenuously and successfully resisted: and whether a premature and unsuccessful attempt then to carry into execution a measure of such vital importance, might not be attended with a disastrous influence upon the future prospects of the cause of education. These considerations after being duly weighed, were unanimously set aside by the intrepid spirits then in council; and it was determined that, backed by the strong and decided recommendation of the head of the Common School Department, immediate measures should be forthwith adopted for the establishment of a STATE NORMAL SCHOOL. The men who thus gave the first decided impetus to the great enterprise, whose gratifying results are now before us, were SAMUEL YOUNG, CALVIN T. HULBURD, FRANCIS DWIGHT, and ALONZO POTTER.

Mr. Hulburd, the able and enlightened Chairman of the Committee on Colleges, Academies and Common Schools, of the Assembly, visited the Normal Schools of Massachusetts, and after a thorough examination of their merits and practical operations, submitted an elaborate and eloquent report to the House, in favor of the immediate adoption of this principle in our system of public instruction. The bill introduced by him, and sustained in all its stages by his powerful influence and indefatigable exertions, and the coöperation of the most zealous friends of education throughout the state, became a law, and appropriated the sum of \$10,000 annually for five successive years, for the purpose of establishing and maintaining a State Normal School in this city. The general control of the Institution was committed to the Regents of the University, by whom an Executive Committee, consisting of five persons, one of whom was to be the Superintendent of Common Schools, was to be appointed, upon whom the direct management, discipline and course of instruction should devolve.

In pursuance of this provision, the Board of Regents, in June, 1844, appointed a Committee comprising the Hon. SAMUEL YOUNG, then Superintendent of Common Schools, the Rev. ALONZO POTTER, Rev. WM. H. CAMPBELL, Hon. GIDEON HAWLEY, and FRANCIS DWIGHT, Esq. This committee forthwith entered upon the execution of their responsible duties; procured on very liberal and favorable terms from the city of Albany the lease for five years of the spacious building in State street, recently occupied by the Institution; prescribed the necessary rules and regulations for the instruction, government and discipline of the school, the course of study to be pursued, the appointment and selection of the pupils, &c., and procured the services of the late lamented and distinguished Principal, then of Newburyport, Massachusetts, together with his colleague, Prof. Perkins, of Utica, the present Principal, as teachers. On the 18th day of December, 1844, the school was opened in the presence of a large concourse of citizens and strangers, by an eloquent address from Col. YOUNG, and by other appropriate and suitable exercises. Twenty-nine pupils, thirteen males and sixteen females, representing fourteen counties only, of both sexes were in attendance, who, after listening to a brief but clear and explicit declaration from Mr. PAGE, of his objects, views and wishes in the management and direction of the high duties devolved upon him, entered at once upon the course of studies prescribed for the school. Before the close of the first term on the 11th of March, 1845, the number of pupils had increased to ninety-eight, comprising about an equal number of each sex, and representing forty of the fifty-nine counties of the state. During this term the musical department of the school was placed under the charge of Prof. ILSLEY, of this city, and instruction in drawing was imparted by Prof. J. B. HOWARD, of Rensselaer.

On the commencement of the second term, on the 9th of April, 1845, 170 pupils were in attendance, comprising a nearly equal proportion of males and females, and representing every county in the state, with a single exception. Of these pupils about nine-tenths had been previously engaged in teaching during a longer or shorter period. The term closed on the 28th of August, with a public examination and other suitable exercises, and thirty-four of the students received the certificate of the Executive Committee and Board of Instruction, as in their judgment well qualified in all essential respects, to teach any of the Common Schools of the state.

On the 15th of October succeeding, the school re-opened with 180 pupils, which was increased during the progress of the term to 198 from every county in the state but one. The death of Mr. DWIGHT, which took place on the 15th of December, and the transfer of the Rev. Dr. POTTER to the Episcopal Diocese of Pennsylvania, created vacancies in

the Executive Committee, which were supplied by the appointment of the Hon. HARMANUS BLEECKER, and the Hon. SAMUEL YOUNG, the latter gentleman having been succeeded in the office of Superintendent of Common Schools by the Hon. N. S. BENTON, of Herkimer. The sudden death of Mr. Dwight, who had taken a deep interest in the prosperity and success of the Institution, and had given to its minutest details the benefits of his supervision and constant attention, cast a deep gloom upon the inmates; and the peculiar circumstances under which it took place were strikingly indicative of the vain and illusory nature of all human expectations. For several weeks previous to his death, Mr. Dwight had manifested much interest in devising appropriate means for the celebration of the opening of the school, on the 18th of December. Alas! how little could he imagine that the long line of Normal pupils, with the children of the various public schools of the city, to whom also he had been a signal benefactor, and hundreds of his fellow-citizens should, on that day, follow his lifeless remains to their long home!

At the close of the third term, March 18, 1846, a public examination was held, which continued during four successive days, and convinced all who felt an interest in the Institution, that the work of preparation for the teacher's life was, in all respects, thorough and complete. The diploma of the Institution was conferred on forty-seven graduates. During this and the preceding term a valuable addition had been made to the Board of Instruction, by promoting to the charge of several of the principal departments, those graduates of the Institution who now so ably and successfully preside over these departments. The Experimental School, organized at the commencement of the second term, was placed under the general supervision of its present teacher, and has proved an exceedingly valuable auxiliary in the practical preparation of the pupils of the principal school for the discharge of their duty as teachers. Two hundred and five pupils were in attendance at the commencement of the fourth term, on the first Monday of May, 1846, of whom sixty-three received a diploma at its close in September following. During the fifth term, commencing on the second of November, one hundred and seventy-eight pupils only appeared, forty-six of whom graduated in March, 1847. At the commencement, however, of the sixth term in May subsequently, two hundred and twenty-one pupils were in attendance, of whom sixty-four received the diploma of the Institution in September; and at the re-opening of the school in November, two hundred and five pupils appeared. Up to this period the number of names entered on the Register of the school as pupils, including those in attendance at the commencement of the seventh term, was seven hundred and thirty-seven. Of these two hundred and fifty-four had received their diploma as graduates, of which number two hundred and twenty-two were actually engaged in teaching in the Common Schools of the state; and the residue, with few exceptions, in the different academies or in private schools. Of those who had left the school without graduating, nearly all were engaged during a longer or shorter period in teaching in the several Common Schools.

And now came that dark and gloomy period when the hitherto brilliant prospects of the Institution were overcast with deep clouds of melancholy and despondency—when that noble form and towering intellect which, from the commencement of the great experiment in progress, had assiduously presided over and watched its development, was suddenly struck down by the relentless hand of the great destroyer—when the bereaved and stricken flock, deprived of their revered and beloved guide, teacher, friend, mournfully assembled in their accustomed halls on that dreary and desolate January day at the commencement of the year 1848, to pay the last sad obsequies to the remains of their departed Principal. In the prime and vigor of his high faculties—in the meridian brightness of his

lofty and noble career—in the maturity of his well-earned fame as “first among the foremost” of the teachers of America, he passed away from among us, and sought his eternal reward in that better land where the ills and the obstructions of mortality are forever unknown; where the emancipated spirit, freed from the clogs which here fetter its high action and retard its noblest development, expands its illimitable energies in the congenial atmosphere of infinite knowledge and infinite love. It is not for me, on the present occasion, to pronounce his eulogy, although I knew and loved him well. That has already been done by an abler hand, and it only remains to say that the impress which his masterly and well-trained mind left upon the Institution, the child of his most sanguine hopes and earnest efforts, and upon the interests of education generally throughout the state, of which he was the indefatigable promoter, has been of the most marked character, and will long consecrate his name and memory.

Since this period the progress of the Institution, under the auspices of its present enlightened Principal, and his devoted corps of assistants, has been uniformly onward and upward. At the close of the seventh term fifty pupils were graduated, and the eighth term opened with two hundred and eight, of whom forty-six received their diploma at its close. The ninth term opened on the first day of November last with one hundred and seventy-five pupils, and at its close forty-three were graduated; and the tenth term, which has now just closed, opened with upward of two hundred pupils, of whom thirty-six are now about to graduate.

The following account of the State Normal School is copied from the Annual Circular of the Executive Committee, for 1850:

“Each county in the state is entitled to send to the school a number of pupils, (either male or female,) equal to twice the number of members of the Assembly in such county. The pupils are appointed by the county and town superintendents at a meeting called by the county superintendent for that purpose. This meeting should be held and the appointment made at least two weeks before the commencement of each term, or as soon as information is received as to the number of vacancies. A list of the vacancies for each term will be published in the District School Journal, as early as the number of such vacancies can be ascertained, usually before the close of the former term.

Pupils once admitted to the school will have the right to remain until they graduate; unless they forfeit that right by voluntarily vacating their place, or by improper conduct.

Persons failing to receive appointments from their respective counties, should, after obtaining testimonials of a good moral character, present themselves the first day of the term, for examination by the Faculty. If such examination is satisfactory, they will receive an appointment from the Executive Committee, without regard to the particular county, provided any vacancies exist. In such case the pupil will receive mileage.

By an act of the Legislature, passed April 11, 1849, “every teacher shall be deemed a qualified teacher, who shall have in possession a Diploma from the State Normal School.”

QUALIFICATION OF APPLICANTS. Females sent to the school must be sixteen years of age, and males eighteen.

The superintendents, in making their appointments, are urged to pay no regard to the political opinions of applicants. The selections should be made with reference to the *moral worth* and abilities of the candidates. Decided preference ought to be given to those, who, in the judgment of the superintendents, give the highest promise of becoming the most efficient teachers of common schools. It is also desirable that those only

should be appointed who have already a good knowledge of the common branches of study, and *who intend to remain in the school until they graduate.*

ENTRANCE. All the pupils, on entering the school, are required to sign the following declaration:

We the subscribers hereby DECLARE, that it is our intention to devote ourselves to the business of teaching district schools, and that our sole object in resorting to this Normal School is the better to prepare ourselves for that important duty.

As this should be signed in good faith on the part of the pupils, they should be made acquainted with its import before they are appointed. It is expected of the superintendents, that they shall select such as will sacredly fulfill their engagements in this particular.

Pupils on entering the school are subjected to a thorough examination, and are classified according to their previous attainments. The time required to accomplish the course will depend upon the attainments and talents of the pupil, varying from one to four terms. *Very few, however, can expect to graduate in one term.*

PRIVILEGES OF THE PUPILS. All pupils receive their tuition free. They are also furnished with the use of text-books without charge; though if they already own the books of the course, they would do well to bring them, together with such other books for reference as they may possess. Moreover, they draw a small sum from the fund for the support of the school, to defray in part their expenses.

It is proposed to apportion the sum of \$1,700 among the 256 pupils, who may compose the school during the next term. 1. Each pupil shall receive three cents a mile on the distance from his county town to the city of Albany. 2. The remainder of the \$1,700 shall then be divided equally among the students in attendance.

The following list will show how much a student of each county will receive, during the ensuing term:

Albany, \$2.41; Allegany, \$10.09; Broome, \$6.76; Cattaraugus, \$11.17; Cayuga, \$7.09; Chautauque, \$12.49; Chemung, \$8.35; Chenango, \$5.41; Clinton, \$7.27; Columbia, \$3.28; Cortland, \$6.67; Delaware, \$4.72; Dutchess, \$4.66; Erie, \$10.93; Essex, \$6.19; Franklin, \$8.77; Fulton, \$3.76; Genesee, \$9.73; Greene, \$3.43; Hamilton, \$4.87; Herkimer, \$4.81; Jefferson, \$7.21; Kings, \$6.97; Lewis, \$6.28; Livingston, \$9.19; Madison, \$5.44; Monroe, \$8.98; Montgomery, \$3.61; New-York, \$6.85; Niagara, \$10.72; Oneida, \$5.29; Onondaga, \$6.40; Ontario, \$8.26; Orange, \$5.44; Orleans, \$10.12; Oswego, \$7.21; Otsego, \$4.39; Putnam, \$5.59; Queens, \$7.63; Rensselaer, \$2.59; Richmond, \$7.32; Rockland, \$6.07; Saratoga, \$4.78; Schenectady, \$2.86; Schoharie, \$3.07; Seneca, \$7.54; St. Lawrence, \$8.59; Steuben, \$8.89; Suffolk, \$9.16; Sullivan, \$5.80; Tioga, \$7.42; Tompkins, \$7.31; Ulster, \$4.15; Warren, \$4.27; Washington, \$3.85; Wayne, \$7.84; Westchester, \$6.46; Wyoming, \$9.85; Yates, \$7.96.

It is proper to state, that if the number of pupils is less than 256, the sum to be received will be proportionately increased. The above schedule shows, therefore, the minimum sum to be received by each pupil. His apportionment cannot be less than as above stated, and it may be more.

This money will be paid at the close of the term.

APPARATUS. A well assorted apparatus has been procured, sufficiently extensive to illustrate all the important principles in Natural Philosophy, Chemistry, and Human Physiology. Extraordinary facilities for the study of Physiology are afforded by the Museum of the Medical College, which is open at all hours for visitors.

LIBRARY. Besides an abundant supply of text-books upon all the branches of the course of study, a well selected miscellaneous library has been procured, to which all the pupils may have access free of charge. In the selection of this library, particular care has been exercised to procure most of the recent works upon Education, as well as several valuable standard works upon the Natural Sciences, History, Mathematics, &c. The State library is also freely accessible to all.

TERMS AND VACATIONS. The year is divided into two terms, so as to bring the vacations into April and October, the months for holding the Teachers' Institutes. This also enables the pupils to take advantage of the cheapness of traveling by the various means of water communication in the State, in going to and from the school.

The **SUMMER TERM** commences on the **FIRST MONDAY IN MAY**, and continues **TWENTY WEEKS**, with an intermission of one week from the first of July.

The **WINTER TERM** commences on the **FIRST MONDAY IN NOVEMBER**, and continues **TWENTY-TWO WEEKS**, with an intermission from Christmas to New Year's day inclusive.

PROMPT ATTENDANCE. As the school will open on Monday, it would be for the advantage of the pupils, if they should reach Albany by the Thursday or Friday preceding the day of opening. The Faculty can then aid them in securing suitable places for boarding.

As the examinations of the pupils preparatory for classification will commence on the first day of the term, it is exceedingly important that all the pupils should report themselves on the first morning. Those who arrive a day after the time, will subject not only the teachers to much trouble, but themselves also to the rigors of a private examination. After the first week, no student, except for the strongest reasons, shall be allowed to enter the school.

PRICE OF BOARD. The price of board in respectable families, varies from \$1.50 to \$2.00, exclusive of washing. Young gentlemen by taking a room and boarding themselves, have sustained themselves at a lower rate. This can better be done in the summer term.

The ladies and gentlemen are not allowed to board in the same families. Particular care is taken to be assured of the respectability of the families who propose to take boarders, before they are recommended to the pupils.

EXPERIMENTAL SCHOOL. Two spacious rooms in the building are appropriated to the accommodation of the two departments of this school. These two departments are under the immediate supervision of the Permanent Teacher, who is a graduate of the Normal School.

The object of this school is to afford each Normal Pupil an opportunity of practising the methods of instruction and discipline inculcated at the Normal School, as well as to ascertain his 'aptness to teach,' and to discharge the various other duties pertaining to the teacher's responsible office. Each member of the graduating class is required to spend at least two weeks in this department.

In the experimental School there are ninety-three pupils between the ages of six and sixteen years. **FIFTY-EIGHT** of these are free pupils. The free seats will be hereafter given exclusively to fatherless children, residing in the city of Albany. This is in consideration of an appropriation by the city to defray in part the expense of fitting up one of the rooms of the school. The remaining **THIRTY-FIVE** pupils are charged \$20 per year for tuition and use of books. This charge is made merely to defray the expense of sustaining the school."

1848 TO 1863.

On the first of January, 1848, Prof. George R. Perkins, was appointed Principal of the New York State Normal School, to fill the vacancy occasioned by the death of the lamented Page, who, in his eminent success and early death, had realized either alternative of the injunction to "succor or die," laid upon him by his friend Horace Mann, when he assumed the charge of the school. Prof. Perkins had been connected with the school since its organization. He was familiar with its workings, and the plans of Mr. Page, and his success in his department had evinced his fitness to carry the experiment of the State Normal School to a successful termination. The winter of 1852, was a crisis in its history. The appropriations for its support were made by the Legislature, annually. An occasion was thus furnished for narrow minded men to attack the system of Normal Schools, charging against it that it was unable to supply teachers to the State to such an extent as to warrant its continuance on grounds of public policy. So far were these attacks carried that formal notice was given in the Legislature of an intention to introduce a bill to repeal the law establishing the school. This, with the exception of a feeble opposition on the part of a single senator in the winter of 1853, was the last exhibition of legislative hostility. Some dissensions among the Faculty, greatly magnified, led to the appointment of a committee of inquiry in the Legislature to examine into its internal arrangements, and the general mode in which it was conducted. It was gratifying to the friends of the school that these movements failed to impair public confidence. This is clearly shown by the fact that the term which immediately succeeded them, had a larger attendance than any previous one. The severe and devoted labors of the Principal, in connection with the movements above alluded to, acting upon a constitution naturally sensitive, had so impaired his health, as to render his resignation necessary, to the deep regret of the friends of the school. The Executive Committee in their Annual Report to the Legislature, bear full testimony to his private worth and public services.

During the period of more than four years in which Prof. Perkins continued its Principal, the school enjoyed a good measure of success. The average number in attendance for each term was 216, and the whole number of graduates was 809, of whom, 146 were males, and 163 were females.

On the 20th of September, 1852, the position left vacant by the resignation of Prof. Perkins, was filled by the appointment of Samuel B. Woolworth, who for a period of twenty-two years, had been the honored Principal of one of the largest and most important Academies in the State. In this position he had fully earned the reputation of being one of the most popular, thorough, and successful educators in the country. In almost every state were men occupying high social and civil positions to whom he had given their early instructions and impulses, and whose success in life was in a great measure due to his influence. When therefore

the Executive Committee of the Normal School desired to make a selection of Principal for their Institution, they could not have labored under much embarrassment in making choice of the proper person. Upon the accession of Prof. Woolworth, some important changes were made in the organization of the school. The policy adopted soon after its commencement was to supply its teachers from among its graduates. While this policy contributed to give effect to the early plans on which the instruction was based, it failed to bring into its faculty the enlarged and liberal culture of minds trained under more rigid discipline and a wider range of study. To correct this defect, the Executive Committee resolved to establish the following professorships:

The English Language and Literature,
The Natural Sciences, and
Mathematics, pure and applied.

It was intended that those appointed to these Professorships should be thoroughly educated men, and that so far as practicable, the positions should be permanent. The influence of this plan has been most salutary. The appointments of subordinate teachers whose positions are regarded as less permanent, are still made from the graduates, so that incitements to effort for higher attainments and marked distinction, are presented to the pupils of the school.

During Dr. Woolworth's Principalship, the school seems to have been in the full tide of its prosperity. For the first time in its history, it was found necessary to dismiss those who had been appointed by the Executive Committee to fill vacancies to give room for those who had received regular appointments. The average number in attendance for each term, was 255, and the whole number of graduates was 288, of whom 193 were females, and 95 were males. In February, 1856, Dr. Woolworth resigned the position which he had held for three and one-half years, with much credit to himself and usefulness to the State, and accepted the place vacated by the death of Dr. T. Romeyn Beck. He is now the efficient Secretary of the Board of Regents of the University.

On the resignation of Dr. Woolworth, the Executive Committee appointed as his successor David H. Cochran, who was at the time occupying the position of Professor of Natural Sciences in the Institution. Previous to his connection with the Normal School, Prof. Cochran had been favorably known as Principal of an important Institution in the western part of the State. He was familiar with the management of the School, and possessed the entire confidence of its pupils, officers, and friends. Since his accession no material changes have been made in its organization. The requirements for admission have been raised, thus shortening the time previously allotted to some of the more strictly academical studies, and lengthening that assigned to the theory and practice of teaching. In addition to the Experimental School of Practice, a Model Primary School has been organized for the purpose of more thoroughly acquainting the graduates of the Normal School with the practical details

of primary teaching. This department is now in a flourishing condition. During the period that the school has been under the control of Dr. Cochran, the average number in attendance for each term has been 283, and the whole number of graduates 411, of whom 187 were males, and 224 were females.

The Normal School has now been in operation nearly nineteen years. Its present condition and the more apparent results of its working, may be gathered from the following extract from the last Annual Report of the State Superintendent of Public Instruction for the State of New York.

"During the past year, (1862,) two hundred and twenty-five applicants for admission were examined, of whom one hundred and ninety were admitted. The whole number in attendance has been two hundred and ninety-three, and of these, ninety-nine were males, and one hundred and ninety-four were females. The average age of these pupils was nineteen years and seven months: and the average period during which they had been engaged in teaching prior to their admission into the Normal School, was six months. All the counties of the State, with the exception of four, have been represented in the school."

"Since the establishment, one thousand three hundred and thirteen have enjoyed its advantages for a longer or shorter period."

"The graduates and under-graduates are represented by local school officers to be doing valuable service, not only in the schools in which they are employed, but as zealous workers, imparting their knowledge of the proper modes of instruction to their associates in teachers institutes and associations, who in turn apply the same to the schools under their charge, and thus the influence of this school is diffused."

During the first years of the existence of the school, as has been remarked, it encountered the most bitter opposition, and attempts were made to reduce the appropriation, and also to discontinue it altogether. So little were its aims and the importance of its work understood that it was deemed necessary to offer pecuniary inducements in order to secure pupils from the more remote counties of the State.

At the present time it has surmounted all opposition. In the character and work of its graduates, it has become favorably known in all counties of the State, which are now constantly represented in the school. The appropriation has been increased from \$10,000 to \$12,000, and each year the Superintendent of Public Instruction recommends the establishment of another similar Institution. In the language of his Report of 1862, "the permanence of this Institution may now be regarded as established, not only by legislative recognition and endowment, but also in the confidence and regards of the people."

As an evidence of this confidence, it may be mentioned here, that the Legislature in 1863, recognized the City Normal School of Oswego, as a State Institution, and made an appropriation for its support.

STATE NORMAL AND TRAINING SCHOOL

AT OSWEGO, NEW YORK.

THE NORMAL AND TRAINING SCHOOL grew out of the necessities of the Oswego Schools. From the time of their organization in the summer of 1853 regular Saturday Institutes were held, which all teachers were required to attend for the purpose of receiving instruction in methods of teaching the various branches, and giving unity and efficiency to the organization, discipline, and teaching in the several departments of the schools.

These weekly meetings served their purpose very well, but as new teachers were continually coming in who required careful training in methods, it was found impracticable to keep all properly qualified for their work under this arrangement. It seemed very desirable that this special preparation should be completed before the teachers were employed in the schools.

This necessity was more strongly felt when, in the Fall of 1859, the present methods of "Object Teaching" were introduced into all the lower grades. This made it absolutely indispensable that all should have special and careful training in the new methods.

During the first year the Superintendent continued to meet the primary teachers every Saturday for the purpose of imparting the necessary instruction, and giving illustrations of the new methods with classes of children. As this process required to be continually repeated, and as at best it could be but imperfectly done, the Board resolved to establish a school for the practical training of teachers. To carry out this design more effectively, and especially in view of the new methods introduced, the Board resolved to secure the services of a teacher from one of the best Training Schools of Great Britain, where these methods were practiced. They accordingly entered into negotiations with Miss M. E. M. Jones, a woman eminently qualified for her work; and who had been for fifteen years exclusively engaged in training primary teachers in the Home and Colonial Training Institution of London. Her engagement with the Board was but for one year. At their urgent request she was persuaded to remain three months longer.

Aside from the regular members of the Training Class, the teachers in the primary departments of all the public schools received a full course of instruction under Miss Jones. No pupils were admitted into the class

who had not previously completed a thorough academic course equivalent to that pursued in the Oswego High School.

A number of active, intelligent teachers from abroad joined the class. These ladies are now occupying important positions in different sections of the country, several of them in Training Schools which have since been established.

The school soon gained an enviable reputation not only for its methods of *teaching*, but for its methods of *training*. As the number of foreign pupils rapidly increased, and as there was evident demand for increased facilities for the professional education of teachers in the State, in the winter of 1862-3 the Legislature made an appropriation of \$3,000 annually for two years, conditional on the attendance of fifty pupils, and the privilege of sending to the school two pupils from each Senatorial District free of charge for tuition.

In the spring of 1865 this appropriation was increased to \$6,000, without imposing any conditions as to attendance, except that each Assembly District should be entitled to send one pupil to the school, but requiring the Board of Education or citizens of Oswego to provide suitable buildings and grounds for the accommodation of the school.

These conditions have been complied with in the purchase and enlargement of a building located in the most delightful part of the city, on high and commanding grounds, overlooking the entire town, the lake and the surrounding country. The frontispiece gives a view of this building in perspective. Its entire length in front is 153 feet and in depth 130 feet. The center or main part is built of a beautiful gray limestone found on the shores of Lake Ontario. The wings are of wood. It is designed to accommodate 300 pupils in the Normal Department, and 600 children in the Model and Practicing Schools.

Hitherto the course of instruction in the school has been confined to *methods of teaching*, and particularly to methods of primary instruction.

The class is divided into two sections. One section receives instruction in methods in the morning while the other is teaching in the Practicing School. In the afternoon the divisions alternate, the section that received instruction in the morning practice, and vice versa. In the instruction the teacher illustrates every point by a lesson with the children. The pupil-teachers are then called upon in turn to prepare a written sketch of a similar lesson, to be presented to the teacher on the succeeding day, when some member of the class is called upon to work out her sketch with the children, under the criticism of the class and teacher.

At the end of each month these divisions interchange. The division that taught in the morning teach in the afternoon, and receive instruction in methods in the morning and vice versa. By this arrangement each teacher instructs a class in a given grade one month in the morning session, and one month in the afternoon, and then changes grades. This affords each pupil-teacher an opportunity of teaching all the subjects of each grade for one month.

On changing from one grade to another, the pupils observe the teaching of the critics for two days, and for one day the teacher whom they are to succeed in their practice. The teaching is all done under the careful supervision and criticism of the most capable teachers, selected with special reference to their adaptation to their work. After the close of the public schools at 8½ o'clock, both divisions of the Training Class meet an hour and a half for instruction in methods.

A criticism lesson is given every Monday at 3½ o'clock. At this exercise some member of the class previously appointed gives a lesson with the children on some subject assigned. At the close of the exercise the members of the class are called on in turn to criticise the teaching both as to the character and arrangement of the matter and method.

At the close of the exercise, in a kind of summary, the Principal criticises both teacher and critics.

The course of training embraces one year, one-half of the time being devoted to instruction in method and the philosophy of education, and the other half to teaching under criticism.

The Oswego Board of Education are the Executive Committee, to act under the advice and general direction of the State Superintendent of Public Instruction.

The Secretary of the Board, E. A. Sheldon, has acted as Principal of the school since the time Miss Jones returned to London.

The following extracts from a Circular of the State Superintendent of Public Instruction (Hon. Victor M. Rice) presents the conditions of admission, and the Course of Instruction for 1866:—

Each county is entitled to as many pupil-teachers in the Oswego Normal and Training School as it has representatives in the Assembly, and other qualified applicants are received until the accommodations are exhausted.

To gain admission to the school pupils must possess good health, good moral character, and average abilities. They must be able to pass a fair examination in Spelling, Reading, Geography, and Arithmetic, (as far as the roots;) also to analyze and parse simple sentences. Ladies must be at least sixteen and gentlemen eighteen years of age. Those who shall have passed the examination will receive a formal appointment from the Superintendent of Public Instruction, and be admitted to all the privileges of the school.

COURSE OF INSTRUCTION.

Elementary Preparatory Course.

This course is limited to one term of twenty weeks, which is devoted chiefly to instruction in Spelling, Reading, Writing, Book-keeping, (single entry,) Linear and Object Drawing, Geography, (physical and political,) Arithmetic, (oral and written,) History, Grammar, Analysis of Words, to Exercises in Impromptu Composition, and to Weekly Essays.

It is desirable that all pupils, on entering the school, be thoroughly qualified in these common English branches. Those not found so qualified will be required to pass through this course under thorough instruction before entering upon the Training Course.

Elementary Training Course

This course is limited to one year of two terms, each twenty weeks; and includes instruction in methods of teaching the branches named in the Elementary

Preparatory Course, and of miscellaneous subjects calculated to cultivate the perceptive faculties. Special attention will be directed to objective teaching, and to the philosophical yet simple methods of primary instruction.

B CLASS.—Methods of teaching the subjects comprised in the Elementary Preparatory Course; also instruction in the Philosophy of Education, School Economy, Physiology, Zoölogy, Botany, and Mineralogy, and Impromptu Composition, (oral and written.) Criticism lessons and essays weekly.

A CLASS.—The time of this class will be devoted to observation in the Model Schools, and teaching in the Practicing Schools, under the supervision of competent critics. Two hours, each day, will be devoted to Impromptu Composition, and to methods of teaching Form, Size, Measure, Color, Weight, Sounds, Objects, Animals, Plants, and giving Moral Instruction. Criticism lessons and essays weekly.

Students having satisfactorily completed the preceding courses will receive a diploma, signed by the Superintendent of Public Instruction, the Superintendent of the School, the Head Master, and the Officers of the Board of Education of the city of Oswego.

This diploma will serve as a certificate of qualification to teach common schools.

Advanced Preparatory Course.

Students to be admitted to this course must pass a satisfactory examination in the studies of the Elementary Preparatory Course; one much more critical than for admission to the Elementary Training Course.

As familiarity with any subject is essential, to a consideration of the best methods of teaching it, no pupil will be admitted to the Advanced Training Class until properly prepared in all the subjects of this course. Those familiar with none of the branches herein named will require a full year and a half to complete the course; others, who have mastered a portion of them, may complete it in less time.

The students of this division may be arranged in three classes, according to their acquirements. Those conversant with some of the studies of each class may take up such studies as they need to pursue, in order to pass the required examination for the "Advanced Training Course."

SUBJECTS OF C CLASS.—Higher Arithmetic, Algebra, Grammatical Analysis, Rhetoric, English Literature, Book-keeping, (double entry,) Linear and Object Drawing, Botany, and Impromptu Composition. Rhetorical Exercises and Essays weekly.

SUBJECTS OF B CLASS.—Algebra continued, Geometry, History, Natural Philosophy, Perspective Drawing, Chemistry, and Impromptu Composition. Rhetorical Exercises and Essays weekly.

SUBJECTS OF A CLASS.—Astronomy, Algebra completed, Trigonometry, Surveying and Mensuration, Mental and Moral Philosophy, Geology and Mineralogy, and Impromptu Composition. Rhetorical Exercises and Essays weekly.

Advanced Training Course.

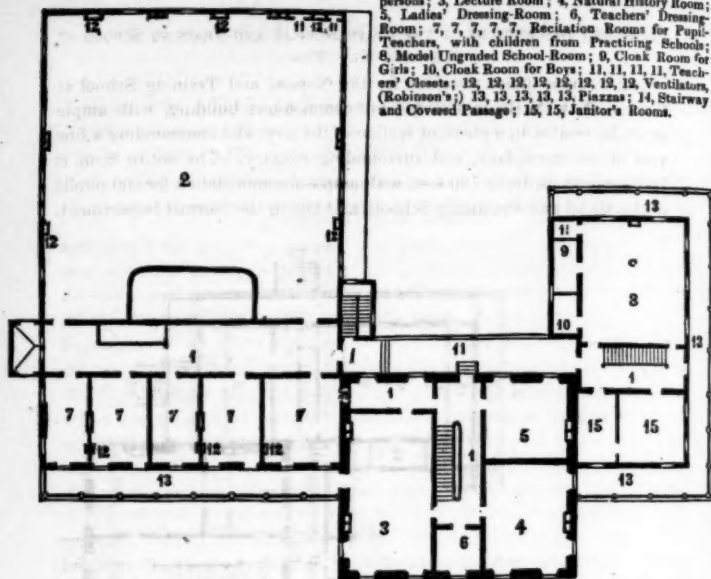
This course will occupy one term of twenty weeks, and will be devoted to instruction and practice in the best methods of teaching the branches named in the Advanced Preparatory Course.

In this course special attention will be directed to the Philosophy of Education, School History, School Law, Science of Government, School Organization, and Discipline; to the Theory and Practice of Teaching and School Economy generally. There will be frequent Criticism Lessons and Compositions.

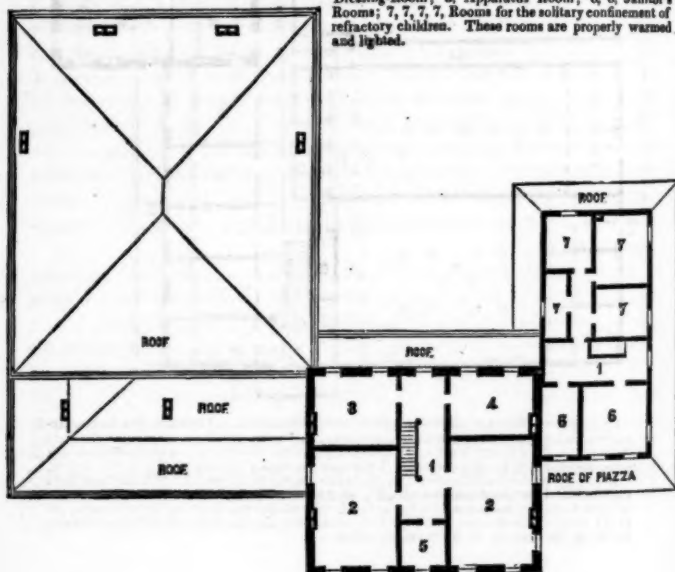
A course of lectures will be given on Zoölogy, Physiology, and Hygiene, to be accompanied by reading on the part of the class. A portion of the time will be devoted to observation and practice in teaching under criticism.

To those who satisfactorily complete the course a diploma will be given, signed by the Superintendent of Public Instruction, the Superintendent of the School, the Head Master, and the Officers of the Local Board, certifying that the graduate therein named is "deemed qualified to teach the English branches usually pursued in the High Schools and Academies of the State."

SECOND FLOOR.—1, 1, 1, 1, 1, Halls; 2, Assembly Room and Hall, capable of seating from 800 to 1,000 persons; 3, Lecture Room; 4, Natural History Room; 5, Ladies' Dressing-Room; 6, Teachers' Dressing-Room; 7, 7, 7, 7, 7, 7, Recitation Rooms for Pupils-Teachers, with children from Practicing Schools; 8, Model Ungraded School-Room; 9, Cloak Room for Girls; 10, Cloak Room for Boys; 11, 11, 11, 11, Teachers' Closets; 12, 12, 12, 12, 12, 12, Ventilators, (Robinson's); 13, 13, 13, 13, 13, 13, Piazzas; 14, Stairway and Covered Passage; 15, 15, Janitor's Rooms.



THIRD FLOOR.—1, 1, Halls; 2, 2, Recitation Rooms; 3, Library and Reading Room; 4, Gentlemen's Dressing-Room; 5, Apparatus Room; 6, 6, Janitor's Rooms; 7, 7, 7, 7, 7, 7, Rooms for the solitary confinement of refractory children. These rooms are properly warmed and lighted.



MICHIGAN STATE NORMAL SCHOOL

AT YPSILANTI.

HISTORICAL DEVELOPMENT.

THE importance of making early and efficient provision for a sufficient number of well qualified teachers, for the public schools of Michigan, was pointed out by the Superintendent of Public Instruction, Hon. John D. Pierce, in his first Report, dated December 27th, 1836, in which he remarks that "The most perfect organization of the entire system of schools in all the varied departments of instruction, must fail of securing the desired results without a sufficient number of competent teachers. Whatever system may be adopted and however perfect in form, it will prove itself essentially defective, unless it provides a sufficient number of teachers well educated and learned in the profession, men qualified and competent, men who can elevate and leave their mark upon their pupils. And such teachers may be had—efficient measures will soon furnish us with a full supply unless indeed intellect degenerates in this Western world. Such schools for the education of teachers as exist in Prussia and New York will furnish them." In the same Report, the Superintendent recommends that in "each county of a sufficient number of inhabitants, a school or branch of the University be established, with a department for the education of teachers for primary schools, and a course of instruction be provided for the same, which would occupy three years." Several of these departments were established, and Mr. Pierce in his report for 1838, recommends that more ample means be set apart for sustaining them on account of their importance to the success of primary schools, "being as they are, the sole means of obtaining a full supply of competent teachers." And again, in 1841, in alluding to these departments, he says: "We can look to no other source for educated, well qualified, and competent teachers."

His successor, Francis Sawyer, Jr., in his report for 1842, reiterates the importance of these departments, and also recommends that a regular school for teachers, with a model school connected, be established.

The successor of Mr. Sawyer, Hon. C. C. Comstock, in his report for 1853, refers to this subject, and recommends the establishment of Normal and Model Schools. Hon. Ira Mayhew, Superintendent in 1843, in his annual report, says: "Normal Schools, designed expressly for the education of professional teachers, are indispensable to the perfection of any system of national education." In subsequent reports he still further recommends the establishment of a Normal School.

After the presentation of this subject in official documents and in other ways, for twelve years, the Legislature in 1849, passed an act establishing a State Normal School.

This act provided that the Normal School should be under the direction of a Board of Education appointed by the Governor, by and with the advice and consent of the Senate. The Board were to procure a site and erect buildings, appoint teachers, and make all the regulations and by-laws necessary for the government and management of the school. Ten sections of salt-spring lands were appropriated for the purposes of a building fund, and fifteen sections for an endowment fund.

In accordance with this act, a Board of Education was appointed, which held its first meeting in the city of Detroit, in May, 1849. Provision was made for locating the lands granted, and for securing a site and the necessary buildings. At the next meeting of the Board in September, propositions were received from the citizens of Ypsilanti, Jackson, Marshall, and some other places; each tendering to the State a site for the buildings, together with subscriptions in money. After a full consideration of the liberal offers, the Board decided to locate the institution at Ypsilanti, the citizens of that place having tendered a suitable plat of ground for a site, and a cash subscription of \$13,500. The citizens also engaged to give the use of temporary buildings for the Normal and Model Schools, until a suitable building could be provided, and to pay the salary of the teacher of the Model School for five years.

The site consisted of four acres, beautifully situated upon the high grounds on the border of the village—now city—of Ypsilanti.

By an act of the Legislature of 1850, the ten sections of land appropriated for a building fund were consolidated with the other fifteen sections, to be denominated the Normal School Endowment Fund, and made inalienable except so much of the same, not exceeding ten thousand dollars, as might be required to complete the buildings, purchase necessary books, apparatus, &c., after exhausting the amount of donations.

The minimum price of the lands was fixed at four dollars per acre; but the Commissioner of the Land Office was required to procure an appraisal below which none could be sold. An appraisal was made in 1850. A large portion was appraised below the minimum price. Some were valued as low as \$1.50 per acre. These, of course, must remain unsold until they rose in value, or till the minimum price should be reduced.

In the same year, the Board added four acres more of land to the site for the buildings, and contracted for their erection for the sum of \$15,200, of which \$12,000 was to be paid by the citizens of Ypsilanti.

An act was passed by the Legislature of 1853, appropriating to the Endowment Fund the moneys arising from the Swamp Lands previously sold by the General Government, not exceeding \$30,000. From this the school receives no benefit.

The Legislature of 1853 also appropriated \$2,000, annually, for two years, from the State Treasury, to the Endowment Fund, and \$3,000 to

the same, to be applied to the purchase of books, apparatus, and improvements upon the grounds.

But the income of the Normal School Fund, notwithstanding these appropriations, was inadequate to the wants of the institution. At the beginning of the year, 1855, it had exhausted its funds, and had contracted a debt of \$2,000. In this embarrassment, it encountered the evils that have attended the first years of every State institution, of whatever kind, from the organization of the State. It was found that the School must have further aid, or its usefulness would be so circumscribed that it could not accomplish half its work.

The Legislature of 1855, appropriated \$7,700 for that year, and \$6,000 for 1856. This gave relief for those two years; and in 1857, upon the recommendation of the Superintendent of Public Instruction, the same sums were appropriated for 1857 and 1858.

The income from the Endowment Fund has increased so as to amount to a little more than \$4,000 annually, and the appropriation from the State Treasury is \$7,500, making an aggregate income of \$11,500.

The original building for the Normal School was of brick, three stories in height, with rooms for the Normal and Model Schools. It was dedicated October 5th, 1852, when addresses were made by Hon. John D. Pierce, the first Superintendent of Public Instruction, Hon. Isaac E. Crary, Hon. C. Joslin, and Hon. Ross Wilkins. The dedicatory exercises were followed by the holding of a State Teachers' Institute for three weeks. This Institute was attended by two hundred and fifty teachers, and was organized and conducted as a temporary Normal School. The regular opening of the Normal School took place in the spring of 1853. In October, 1859, the Normal School building was destroyed by fire, but it was rebuilt and enlarged, and re-opened with appropriate exercises in April, 1860.

The cost of rebuilding, with the exception of the alterations and additions, was covered by the amount received from the Insurance Company. The furniture and ventilating apparatus were not included in the insurance, and were replaced from the funds of the institution.

On the first organization of the Normal School, in 1852, A. S. Welch was appointed Principal. He continued in charge until 1865, when he was compelled to resign on account of ill health. D. P. Mayhew, for many years a Professor in the school, was appointed to succeed him.

PRESENT CONDITION.

Admission.

The ages at which applicants may be admitted to the Normal School proper, are, for gentlemen, eighteen, and for ladies, sixteen years.

It is, however, in the discretion of the Principal to suspend the rule in favor of applicants under the required ages, if they manifest sufficient maturity of mind or advancement in study.

Those intending to finish the course before teaching are also received at an earlier age.

All pupils, on their admission, will be required to sign a declaration of intention to teach in the schools of this State, as follows:

We the subscribers, do hereby declare that it is our intention to devote ourselves to the business of teaching in the Schools of this State, and that our object in resorting to this Normal School is the better to prepare ourselves for the discharge of this important duty.

Members of the B class are further required to sign an agreement to attend the Normal School two terms before teaching in the schools of this State. These terms need not be consecutive.

All candidates for admission must pass a thorough examination in the following studies, viz: Reading, Spelling, Penmanship, Elementary Grammar, Local Geography, and Arithmetic through Compound Numbers and Vulgar Fractions. Students may enter an advanced class by passing an examination in all the preceding studies of the course.

Examinations for admission will be held on the Monday previous to the opening of each term, commencing at 9 A. M., at which time all persons desiring to be members of the school during the ensuing term, are required to be present.

Attendance and Expenses.

Applicants for admission are not received for less than an entire term, nor after its commencement, unless they have been detained by sickness or actual service as teachers.

Those desiring to enter the school are required to present themselves for examination one day before the opening of the term.

Every student pays two dollars at the beginning of the summer term, and three dollars at the beginning of the winter term, as an entrance fee.

Board and rooms can be obtained in the city at reasonable rates.

Many students hire rooms and furnish their own board, thus reducing their entire expenses; but students of different sexes, who are members of different families, will not be permitted to occupy rooms in the same house.

The school has a small, though well selected library, to which its members have access.

The books are intended mainly for reference, as the regular studies of the course give little time for general reading.

Terms and Vacations.

The terms of the Normal School commence, respectively, on the second Tuesday of April, and the first Tuesday of October, and continue, the former sixteen weeks, and the latter twenty-four weeks.

A vacation of three weeks follows the winter term, and one of nine weeks the summer term. The exercises of the school are suspended during the winter holidays.

The last week of each term is devoted to the public examination of classes.

The regular exercises of graduation take place at the close of the winter term, on the third Tuesday of March.

THE EXPERIMENTAL DEPARTMENT.

The Board of Education, in establishing the Model or Experimental School, had in view two prominent objects, viz: to give to advanced classes in the Normal School, practice in actual teaching, and to furnish a course of study preparatory to the regular course.

To attain the first object, each student in every E class is required to take charge of one daily recitation throughout an entire term, under a system of careful supervision and weekly reports. It is found that teachers who have been disciplined by several years training in the Normal department, are well qualified for the work of instruction in the Model School. The greater number of classes, however, are instructed by thorough and competent teachers, who are regularly employed for the purpose, or by members of the Normal School Faculty.

COURSE OF STUDY.

Previous to 1863, the course of study embraced the ordinary branches taught in Normal Schools, with professional instruction illustrating the method of teaching the elementary English branches; lectures on different topics relating to education, the organization and management of schools; and practice in teaching in the Model School.

In 1863, the Board of Education made some modifications in both the Normal and Model Departments, so that the programme of instruction in the Normal School was made to comprise two courses of study, and the Model or Experimental School was graded in four distinct Departments.

The course of study pursued in the Normal School is as follows:

Normal Training Course.

First Term.—A Class.

1. Concrete Arithmetic; Mental and Practical Arithmetic.
2. Object Lessons in Geography; Synthetical Geography and Map Drawing.
3. Drawing of Lines, Plane and Solid Geometrical Figures and Leaf Forms.
4. Reading, Spelling by object lessons, Penmanship, Composition by object lessons, Elementary Philosophy.

Second Term.—B Class.

1. Higher Arithmetic, Method of Teaching Arithmetic.
2. Synthetical Grammar, Composition.
3. Drawing of Fruits, Flowers and Animals.
4. Elocution, Vocal Music, with method of Teaching it.

Third Term.—C Class.

1. Analytical Grammar, with method of Teaching.
2. Physical Geography, with method of Teaching.
3. Object Lessons in Common Things, Colors, Geometrical Figures, Botany, Zoology and Properties of Bodies. Lectures on Primary Teaching.
4. Attendance and Practice in Experimental School.

The Higher Normal Course.

Algebra, Geometry, Natural Philosophy, Botany, Chemistry; Latin and Greek (for young men), Latin and German or French (for young ladies), Intellectual Philosophy and Vocal Music, Lectures on the numerous topics embraced under the Laws of Development, the Philosophy of Instruction, and the Organization and Management of Graded Schools.

COURSE OF STUDY IN EXPERIMENTAL DEPARTMENT.

Primary Department.

First Grade. Facts in Natural Science; Primary Colors; Botany—Trees, Shrubs, Bushes, Vines, Flowers, Grains, Vegetables, Fruits, Nuts, Seeds; Physiology—Human Body; Natural Philosophy—Air, Water, Rain, Snow, Hail, Vapor, Steam, Dew, Fog, Cloud, Sun, Moon, Stars; Mathematics—Counting by Objects, Time Table, Drawing Straight Lines; Language—Words, Things before Names, Moral Stories, Concert Verses, Gymnastics and Singing.

Second Grade. Botany Continued—Simple Leaf Forms and Flower Forms; Trees and Wood; Zoology—Animal, Mammals; 1, Two Handed; 2, Four Handed; 3, Flesh-Eating; 4, Cud-Chewing; 5, Thick-Skinned; 6, Gnawers; Color, Form, Size, Habits, Food, Uses and Speed of Domestic Animals; Natural Philosophy—Color, Scale of Tints and Shades of Primary Simple Properties of Matter; Mathematics—Counting by Objects, Addition, Long Measure by Objects, Drawing Angles and Plane Figures; Language—Webb's Primary Reader, Sounds of Vowels, Combination with Consonants, Moral Stories, Concert Verses, Maxims, &c., Singing and Gymnastics.

Third Grade. Botany Continued—Leaf and Flower Forms, Compound Leaves, Parts of the Flower, Root Forms; Zoology—Birds—1, Flesh-Eaters, 2, Perchers; 3, Climbers; 4, Scratchers; 5, Waders; 6, Swimmers; Natural Philosophy—Simple Experiments, Secondary Colors; Mathematics—Subtraction, Multiplication, and Division Tables by Objects, Analysis of Numbers, Drawing Plane Figures, Table of Miscellaneous Things; Language—Webb's First Reader finished, Spelling by Sound, Concert Verses, Singing.

Intermediate.

First Grade. Robinson's Rudiments to Fractions; Natural Philosophy by Objects; Second Reader, 45 pages; Spelling and Definitions; Elementary Geography begun; Singing.

Second Grade. Robinson's Rudiments finished; Swift's Natural Philosophy entire; Geography continued; Second Reader; Spelling and Definitions.

Third Grade. Davies' Arithmetic to Decimals; Wood's Object Lessons; Botany, Elementary Geography finished; Third Reader, Spelling, Singing, &c.

Grammar School.

First Grade. Sill's Synthesis, Davies' Arithmetic continued, Fourth Reader, Spelling, Composition, Declamation, Penmanship, Book-keeping, Drawing, Vocal Music, Physical Geography.

Second Grade. Analysis, Arithmetic finished, Zoology, Reading, Spelling, Composition, Declamation, Penmanship, Book-keeping, Vocal Music, Physical Geography.

Third Grade. History, Entomology, Algebra begun, Latin or German, Composition, Map Drawing, with Geography.

High School.

First Grade. Algebra finished, Latin, German or French, Botany (summer term), Physical Geography.

Second Grade. Physiology and Astronomy, Geometry begun, Latin, German or French, Composition.

Third Grade. Chemistry, Geometry, Rhetoric, Latin, German or French.

There are Teachers' Classes connected with many of the Union schools and academies of Michigan, in which teachers are educated for the schools in the vicinity of these institutions.

RESULTS.

The whole number of graduates from the organization of the school until 1867, was 192, of whom 82 per cent. had taught one year or more, 74 per cent. two years or more, and 63 per cent. most of the time since graduating. The average length of time those had taught who graduated before 1863, and were teaching in 1866, was eight years. Forty-seven per cent. of the graduates were still teaching in 1866. The State Board of Education, in one of their last reports, say:

"The Normal School continues in its course of eminent usefulness and success. The value of this school to the State cannot be easily estimated. Besides all it accomplishes in the matter of training teachers for the public schools, the good it does by the exhibition it affords of a school almost perfect in its organization and work, and the general stimulation it lends to the general study of educational science and art are producing marked and valuable results throughout our entire school system."

NORMAL SCHOOLS IN IOWA.

NORMAL DEPARTMENT IN STATE UNIVERSITY.

HISTORICAL DEVELOPMENT.

In 1849, while Iowa was a territory, a law was enacted, establishing three Normal Schools, one at Andrews, Jackson County, one at Oskaloosa, Mahaska County, and the third at Mt. Pleasant, Henry County. There was an appropriation of five hundred dollars per annum to each, to be paid from the income of the University fund, which at that time scarcely had more than a nominal existence. Buildings were erected and schools opened at Andrews and Oskaloosa, but they failed to receive the expected assistance from the University fund. The schools languished, died, and in 1855, the appropriation was withdrawn. No effort has since been made to revive them.

On the admission of Iowa into the Union, Congress donated seventy-two sections of land to aid in the establishment of a State University. The law under which the University was subsequently organized, contained a provision that it should annually educate fifty common school teachers; in subsequent acts, this was changed so as to require merely a Normal Department, which is now the law.

The Normal, in common with other departments of the University, opened on the third Wednesday of September, 1855. During the first year, the Normal Department was under the care and instruction of J. Van Valkenburg, Esq., and during that year, there were about seventy different students in attendance; many of whom, however, were quite young and elementary, giving it more the character of a primary, than of a professional school.

In June, 1856, D. Franklin Wells was appointed Mr. Valkenburg's successor, and in September, assumed control of the department. All students not prepared to enter upon a professional course for want of age or attainments, were excluded. After applying this sifting process, only three students were left who entered on the first day of the term. The number gradually increased, and by the close of the year reached forty.

The first class of five graduated June, 1858.

From 1858 to 1860, all the departments of the University were closed except the Normal. For several years it had its own corps of teachers, and was for all practical purposes a Normal School. Those are considered the most successful years of the Normal department. After 1860, the classes of this department were gradually combined with classes in the University when pursuing the same study.

From 1858 to 1864 inclusive, the Normal department included more

than half of the students in the University. In the latter year, the Normal students numbered 257. In the same year, the first year of the Normal course was transferred to the Preparatory department, which changed the relative numbers.

From its organization to 1867, upwards of 1,000 teachers received a full or partial course of study and training in the Normal department.

In 1866, after *ten years* of service, Mr. Wells retired from control of this department, and in 1867, Prof. S. N. Fellows was elected to the place.

In the spring of 1857, a Model School was opened in connection with the department, which was continued until 1866, when it was abolished. It was always very successful, and for the last two years of its existence had two departments and two *permanent* teachers, one of whom was from the Oswego Training School. In 1865 and '66, the attendance was 190.

The suspension of the Model School, in the opinion of the ablest educators of the State, very seriously impaired the usefulness of the Normal department. Practical training in the art of teaching and governing a school, is considered indispensable to the highest efficiency of Normal instruction in Iowa.

ADMISSION OF STUDENTS.

The requirements for admission, are, that young men must have attained the age of seventeen years, and young ladies that of fifteen years, and all must sustain a satisfactory examination in Reading, Writing, Orthography, English Grammar, Geography, and Practical Arithmetic through fractions. All students are required, on their admission, to give a declaration of their intention to engage in the business of teaching, as follows:

"We, the undersigned, hereby declare that it is our intention to engage in the business of teaching in the schools of Iowa, and that our object in resorting to the Normal Department of the State University, is the better to prepare ourselves for the discharge of this important duty."

Two students from each county, when recommended by the County Superintendent, are received free of charge. Others will be received upon the payment of the incidental fee of five dollars per term.

COURSE OF STUDY.

The course of study includes the common and higher branches of liberal English education, together with lectures on the theory and practice of teaching, method of instruction and graded schools, an examination of the school system of Iowa, and preparation and practice in the use of object lessons.

The members of this department, when pursuing studies taught in other departments of the University, are combined with the classes in those departments. They also share all the advantages of the library, cabinet and apparatus, which are enjoyed by students of the classical and scientific courses.

The following general courses of lectures are open to students in the Normal Department:

English Literature, Intellectual and Moral Philosophy.—President.
 Greek and Roman Literature.—Prof. Currier.
 Modern Literature and Political Economy.—Prof. Eggert.
 Astronomy and Mathematics.—Prof. Leonard.
 History of Physics and Chemistry.—Prof. Heinrichs.
 Geology, Botany and Zoology.—Prof. Parvin.

The course of instruction occupies two years. A diploma is awarded to those students who complete the required course of study and training, and give satisfactory evidence of the proper qualifications for teaching.

The whole number of students in 1866-7, was:

Seniors: Ladies, 17; Gentlemen, 8—total, 25.

Juniors: Ladies, 27; Gentlemen, 10—total, 37.

Graduates: Ladies, 13; Gentlemen, 6—total, 19.

RESULTS.

The results of Normal instruction have been very satisfactory, and it is believed that the Normal department of the University has been an important instrumentality in improving the schools of Iowa. The State Teachers' Association, at its annual meeting in 1867, passed a resolution recommending the establishment of a Normal School in each congressional district.

A committee was also appointed to memorialize the Legislature, and to adopt measures to secure the object contemplated by this resolution.

The chairman of this committee, J. Piper, Superintendent of Schools in Manchester, Iowa, in January, 1868, issued a circular for the purpose of gaining information on the importance of Normal Schools, and their relation to a public school system.

OTHER MEANS FOR EDUCATING TEACHERS.

Iowa College at Grinnell, has an English and Normal Department for preparing teachers for the public schools of the State. Students in this department can recite with classes in other departments by permission of the faculty.

The course of study includes Elocution, Arithmetic, Modern Geography, Ancient and Physical Geography, Grammar, Algebra, Astronomy, Natural Philosophy, Physiology, American and Ancient History, Theory and Practice of Teaching, School Laws of Iowa, and Natural History.

Familiar lectures on the best methods of teaching and school government are delivered by members of the faculty.

The Ladies' Department of this College is under the immediate supervision of a Female Principal, and under the general direction of the faculty. The course of study is designed not only for thorough mental culture, but also for preparing young ladies to teach. The members of this department recite with classes in other departments, when the studies are the same, and have the privilege of attending the lectures.

Training Schools have been established by several of the cities of Iowa.

Though these schools were designed primarily to educate and train teachers for the cities in which they are located, they have exerted an important influence upon the schools of other places, and have to a certain extent supplied the place of State Normal Schools.

The school at Davenport, which is one of the oldest and most efficient Training School in the Western States, receives all applicants who are able to pass a creditable examination before the county superintendent. The teachers trained in this school have gone out to other places in the State, and have introduced improved methods of instruction in many towns and districts which have not been supplied with teachers from the Normal School.

A similar work is performed by Training Schools more recently organized in other parts of the State.

Teachers' Institutes have been very successfully maintained in Iowa, and have been so organized and conducted as to afford to young teachers the advantages of a temporary Normal School.

NEW JERSEY STATE NORMAL SCHOOL.

HISTORICAL DEVELOPMENT.

THE teachers and educators of New Jersey were among the earliest and most earnest to proclaim the necessity of special preparation for the office of teaching and training the young. Prior to 1825, Philip Lindsley, D. D., before he removed to Tennessee, and while tutor and acting President of the College of New Jersey, in an address delivered at Princeton, anticipated the utterance which he subsequently repeated in his inauguration as President of the University of Nashville: "Our country needs Seminaries purposely to train up and qualify young men for the profession of teaching. We have our theological seminaries, our medical and law schools, which receive the graduates of our colleges and fit them for their respective professions. And whenever the *profession of teaching* shall be duly honored and appreciated, it is not doubted but that it will receive similar attention and be favored with equal advantages." In the inaugural address in 1825, also referred to, Dr. Lindsley adds:

"Though the idea perhaps may be novel to some persons, yet the propriety and importance of such a provision will scarcely be questioned by any competent judges. The Seminarium Philologicum of the late celebrated Heyne, at Göttingen, though a private institution in the midst of a great university, furnished to the continent of Europe during a period of nearly half a century, many of its most eminent and successful classical professors and teachers." * * *

"At present, the great mass of our teachers are mere adventurers—either young men who are looking forward to some less laborious and more respectable vocation, and who, of course, have no ambition to excel in the business of teaching, and no motive to exertion but immediate and temporary relief from pecuniary embarrassment; or men who despair of doing better, or who have failed in other pursuits, or who are wandering from place to place, teaching a year here and a year there, and gathering up what they can from the ignorance and credulity of their employers. That there are many worthy exceptions to this sweeping sentence is cheerfully admitted. That we have some well qualified and most deserving instructors we are proud to acknowledge—and as large a proportion probably in this section of our country as in the older States. Still the number is comparatively small; and the whole subject demands the most serious attention of the good people of this community."

In a lecture on the school system of New Jersey, delivered January 23, 1828, in the Chapel of Nassau Hall, Prof. John MacLean (afterwards President) recommended "the establishment of an institution to educate young men for the business of teaching," and in a note examines and refutes the objections to such action on the part of the State.

In 1847, Prof. E. C. Wines, then of Burlington, in behalf of a special committee of a Convention of the Friends of Education held at Mount Holly on the 17th of November of that year, prepared a "Report on Normal Schools," which was printed by order of the Convention, and widely circulated. This document contains letters from Gov. Seward, Rev. Dr.

Campbell, Bishop Alonzo Potter, Horace Mann, Edward Everett, Prof. Palfrey, Prof. D. P. Page, and John A. Dix, strongly commending the establishment of special schools for teachers on general principles, and on the results of actual experience at home and abroad. The committee add: "So deeply was Mr. Cousin, the eminent French philosopher and educationist, impressed with this truth, (that good schools could not exist without qualified teachers, and that teachers could only become qualified by previous training, or actual experience)—that he declares it as his opinion that the State has done nothing for popular education, if it does not provide that those who devote themselves to teaching be well prepared. This, in the opinion of the committee, is one of the first duties of a State with regard to schools." "The most efficacious means of securing well qualified teachers is to be found in Seminaries, where a number of young men or women, intending to become teachers, are collected together, receive a common instruction in the subjects required for the schools in which they propose to teach, have lessons given them in the science and art of teaching, and practice the art under intelligent supervision. In this way, will the occupation of teaching be raised to the dignity of a profession. The teacher's respectability will then be secured, by the considerable attainments exacted of him. A strong *esprit de corps* will be produced among masters, which cannot fail to interest them powerfully in their profession, to attach them to it, in their eyes, and to stimulate them to continued efforts at self-improvement. Thus also will a standard of examination in the theory and practice of education be furnished for all candidates who have chosen a difficult access to the profession.

In 1855, Mr. John T. Clark, Principal of the Public School of New Brunswick, read an essay before the State Teachers' Association held at Trenton, (Jan. 18 and 19,) on the "Necessity and means of advancing the interests of common school education in New Jersey," in which he advocates "the establishment of a State Normal School with a Model School attached, wherein our young men and women shall be fitted for teaching, in the same manner as persons are fitted for other vocations—by an apprenticeship, as a business for life;" and in this connection the encouragement of Teachers' Institutes.

The same general views were presented by other parties, at the County Teachers' Institutes, Educational Conventions and Associations, and in the reports of the State Superintendent. In 1853-4-5, Henry Barnard, of Connecticut, presented the subject of the professional training and improvement of teachers, at Institutes held in different parts of the State, and particularly in the State House at Trenton, before the State Teachers' Association, on the 18th of January, 1855, in which the experience of the principal States of Europe and of several of the United States in this direction was set forth. In that year the State Normal School was established by the appropriation of \$10,000 annually for its current expenses, leaving it to the town where the school should be located, to provide suitable buildings and outfit in consideration of its local advantages.

The Normal School of New Jersey was opened in rooms temporarily provided in the city of Trenton, on the first of October, 1855, with fifteen pupils. The number was increased during the first term to forty-four. A new building, erected by private enterprise, was completed ready for use on the opening of the second term, and was occupied by the school the 17th of March, 1856. The Model School was opened at the same time in rooms prepared for it in the normal building. The prosperity and success of both schools soon made it necessary that additional room should be provided for the model department.

Through the liberality of an association of gentlemen of Trenton, a lot adjoining the Normal School was procured, and a Model School building erected and completed in 1857. This was rented to the Trustees of the Normal School for a term of years. The Trustees continued to hire the buildings occupied by the Normal and Model schools until 1865, when the Legislature passed an act authorizing their purchase.

As the effect of this act and the contract with the Normal and Model School Associations, the buildings, fixtures, library, apparatus and grounds of both schools, became the property of the State. The lot includes over four acres of ground, and with the buildings and fixtures, is valued at \$120,000.

The difficulty of obtaining board for the students at reasonable rates, led to the purchase and fitting up of a building which would accommodate the female pupils and teachers who had not homes in the city. By means of this arrangement a considerable reduction was made in the cost of board to the students, and they were brought together near the school under the eye of the teachers. The cost of the boarding houses, which are the property of the State, was \$30,000.

Besides the Normal and Model departments at Trenton, there is an auxiliary school at Beverly, known as the Farnum Preparatory School. This was founded in 1856, by the munificence of Paul Farnum, Esq., of Beverly, who gave the house and grounds, valued at \$50,000, and \$20,000 additional in cash, on condition that the school should receive from the State a small subsidiary grant. The Principal of the Normal School is *ex-officio* Principal of the Farnum Preparatory School. The total amount of property in grounds and buildings used by the Normal School and its auxiliaries, belonging to the State, is \$200,000. If to this is added the \$20,000 in bonds, the gift of Mr. Farnum, the income of which is for the support of the school, the total is \$220,000.

The school is under the direction of a Board of Trustees, appointed by the Governor by and with the advice and consent of the Senate. There are two Trustees for each Congressional District, so that all parts of the State and both political parties are equally represented. This intention has been faithfully observed in the appointment of Trustees, there being five from each political party.

The Trustees appoint the teachers, have a general oversight of the school, and make an annual report to the Legislature.

Mr. Wm. F. Phelps, who had been for some years connected with the State Normal School of New York, was appointed the first Principal of the Normal School of New Jersey, and continued in charge from its organization until 1864, when he resigned to take charge of the Normal School in Winona, Minnesota.

John S. Hart, LL. D., who had for eighteen months been Principal of the Model School, was unanimously chosen his successor.

CONDITIONS OF ADMISSION.

The general conditions of admission and the regulations for the students, are :—

Applicants must be at least sixteen years of age, and of unquestionable moral character. They must be in sound bodily health, and able to sustain a good examination in Spelling, Reading, Arithmetic, Geography and Grammar. They must declare their intention to teach in the public schools of this State for at least two years.

The candidate must present a certificate to the following effect from the Superintendent, the School Committee, or the Board of Education, of his township or city :

This is to certify that ———, of the township (or city) of ———, county of ———, New Jersey, aged ——— years, desires to obtain admission as a pupil in the State Normal School, and has given to me a declaration of ——— intention to engage in the employment of a common school teacher in this State, for at least two years, and being satisfied that ——— is of good health, and proper moral qualifications, I do recommend ——— as a person suitable by age, character, talents, and attainments, to be received as a pupil of the Normal School.

By the terms of the act establishing the State Normal School, "each county is entitled to fill three times as many seats in the school as it has representatives in the Legislature." In case any county is not fully represented, additional candidates may be admitted from other counties, on sustaining the requisite examination, and producing a proper certificate as above.

The candidates, on their admission, are required to sign the following Declaration and Agreement, which document is a permanent record with the Institution :

"The undersigned, having received certificates of admission as pupils in the New Jersey State Normal School, hereby declare that it is their intention to engage in the employment of teachers in the common schools of this State, for at least two years, and that their object in resorting to this school is the better to qualify themselves for that responsible duty. The undersigned also hereby agree to report themselves semi-annually, in writing, for the aforesaid period of two years, to the Principal of the State Normal School, in case they enjoy its privileges for one term or more."

Candidates are examined by the Faculty immediately on the presentation of the certificate before mentioned. This examination is confined to the topics named above, namely, Spelling, Reading, Arithmetic, Geography, and Grammar. Those wishing to be admitted to an advanced class, are likewise examined upon all the studies which have been attended to by the class to which they wish to be admitted.

COURSE OF STUDY.

The school is divided for recitations into four classes, all of which have Composition, Elocution, Drawing, Penmanship, and Vocal Music. The other studies of the D. class, are Geography, Arithmetic, Grammar, and

History of the United States.—Of the C. class, Geography, Intellectual Arithmetic, Grammar, Constitution of the United States, Botany, and General History.—Of the B. class, Algebra, Physiology, Natural Philosophy, Rhetoric, and English Literature.—Of the A. class, Geometry, Trigonometry, Natural Philosophy, Chemistry, Geology, Mental Philosophy, English Literature, American Literature, and Theory and Practice of Teaching.

Much attention is given in all the exercises to the cultivation of the power of expression. This is made a prominent object, not only by lectures and lessons upon this point, but by constant attention in every exercise. The student is taught to select the best language to give expression to his ideas, and to illustrate whenever necessary or practicable, by the use of the black-board and crayon.

The teacher of a class, after hearing part of a lesson, often calls upon a pupil without any previous notice, to take up a portion of the subject and examine his classmates upon it, neither he nor they having any book to refer to. Another practice which has been found quite successful, is that of frequent reviews. One lesson in the week in each branch, or every fifth recitation, is devoted to a review of the four preceding lessons, and on this review day, each pupil is subjected to a test so that his proficiency and power of expression may be ascertained and marked. The teacher never stops in the midst of a lesson to mark a pupil, but at its close marks those who have left upon his mind a distinct impression of their proficiency, or the reverse. By these various means, the daily recitations are made to contribute powerfully towards begetting in the pupils a habit of readiness and self-reliance, and a facility for verbal expression.

PRACTICE TEACHING.

Practice in teaching is secured in two ways—first, by members of the Normal School taking classes in the Model School, and giving instruction in assigned subjects, to these classes, under the general supervision of one of the teachers of this department; and second, by having practice teaching in the Normal School itself, one of the students taking a class in this school on certain designated days, and in subjects assigned by the Principal of the school.

To secure the best results in the employment of the latter method, the Principal, once a week, makes out a programme of exercises, with the names of those who are to teach during the following week, and the classes and lessons for each. This enables the pupil teachers to prepare themselves fully for the exercise. It is an indispensable condition in all these exercises that the lesson be given without the use of the book. When the pupil enters the room to teach an assigned lesson, he brings with him only a crayon and a pointer; he takes the entire charge of the class, maintaining order, questions the members of the class, corrects mistakes, illustrates the subject if necessary by diagrams or experiments, and in all respects acts as if he was the regular teacher.

During the exercise, the regular teacher sits by, observing in silence, and at the close of the day enters in a book prepared for that purpose, a full and detailed criticism of the work of the pupil teacher, giving an average mark for the same, the maximum being 100. These criticisms, together with the teaching average, are read to the pupil the next day by the Principal, in the presence of the class, and additional comments are made on any methods or principles of teaching involved in the criticisms.

The following notes on this method of practice teaching, are from the report of the Principal for 1868, and serve to give a good idea of the work:

NOTES ON PRACTICE TEACHING.

Miss — gave the C class a lesson in Elocution. She was animated and energetic in giving the vocal exercises, but she pitched her voice too high. The same shrill tone characterized the Concert reading. Many of the criticisms given by pupils were not loud enough to be heard by the whole class. One of the ladies, in giving a sketch of Shakespeare, said, "his principal work was Much Ado About Nothing, Merchant of Venice, &c.;" but the error passed unnoticed by pupils and teacher. Miss — herself said "Hamlet thought it wasn't *him*." She marked the pupils too high—the worst readers in the class receiving 8 and 9. Teaching average, 85. E.

Miss — gave the D class a lesson in History. She was well prepared with the history lesson; but she allowed the pupils too long a time to think and guess. A Chronology lesson is dry and uninteresting; and unless the teacher calls upon the pupils in rapid succession, thus keeping them wide awake, the interest will flag, and even good pupils will be inattentive. Miss — marked the pupils very judiciously. Teaching average, 90. E.

Miss — gave the D class a lesson in Arithmetic. She assisted the pupils too much. She did not require them to be accurate enough in answering questions; otherwise she taught very well, the subject being rather a difficult one. Miss — marked the pupils judiciously. Teaching average, 85. M.

Miss — gave the C class a lesson on the Constitution. She was quick in conducting the recitation. The entire period was spent in repeating mere words of the book; but once or twice the lady asked for the explanation of clauses, and then the answers given were neither full nor satisfactory, yet the lady ventured no comment of her own. Many practical questions might have been given by the teacher respecting the executive departments, ambassadors, consuls, treaties, and impeachments. The lesson contained many subjects of interest sufficient to occupy more than the allotted time. Teachers should call more frequently for definitions, and always take it for granted that their pupils are ignorant of the meaning of even the simplest words. I venture to assert that more than one-third of the class left the room without knowing the difference between a *reprieve* and a *pardon*. Teaching average, 80. E.

Miss — gave the D class a lesson in Grammar. She has improved since teaching for me before, but she still lacks energy and decision. She gave the pupil who was reciting all her attention; thus allowing an opportunity to some, (who took advantage of it,) to assume lounging positions in which to wait lazily for their turn to recite. Some remained wide awake, and embarrassed Miss — by speaking at any time, even interrupting her in the middle of a sentence to ask questions. Teaching average, 87. H.

Miss — gave the D class a lesson in Elocution. She cannot become a successful teacher until she studies the pronunciation of words. Not only did she permit mistakes made by the pupils to pass unnoticed, but she mispronounced many words herself; as, hos-pit-a-ble, for hos'-pit-a-ble, in'-tense for in-tense', etc.—the errors consisted chiefly in changing the accented syllable. In the word *machination*, however, though the accent was correctly marked, she taught the class to call it "mash-in-a-tion." There can be no possible excuse

for such carelessness, or rather ignorance, since the lady had three days for the preparation of the lesson. The dictionary should be kept in constant use by pupils and teachers. Teaching average, 65. E.

Miss — gave the C class a lesson in Elocution. She gave a very short vocal exercise and omitted the Concert reading. During the recitation she read *remarkably* well; her voice was clear and full, her emphases and inflections were correct, and her whole manner free from embarrassment. The entrance of three or four visitors did not in the least disconcert her; for her calmness and dignity she deserves much commendation. Teaching average, 95. E.

Miss — gave the C class a lesson in Ancient History. She was sprightly and animated. She spoke in a clear, decided tone; but she pursued no regular plan in conducting the recitation. Events in Egyptian and Assyrian history were indiscriminately mixed; the pupils became confused, and the lady herself was somewhat bewildered. Teaching average, 68. E.

Miss — gave the B class a lesson in Physiology. She evinced perfect familiarity with the subject of the lessons. She did not confine herself to the text-book, but asked many good, general questions. One of the pupils did not understand a portion of the lesson which was to be explained by a diagram. Miss — endeavored to make the matter clear by an explanation which was very good, still the pupils did not see it clearly. I think the teacher would have succeeded in clearing the difficulty if she had used the *pointer* instead of designating certain points by letters. She spoke a little too low. Teaching average, 93. M.

Miss — gave the A class a lesson in English Literature. She did not spend enough time upon the lesson for the day, and consumed too much of the period in reviewing the old lessons. She was not careful in examining the blackboards; lbs. was permitted to stand as the abbreviation of pounds sterling, and whimsicalities was spelled with two l's. The lady made no deduction for errors, all the pupils, with but one exception, received 10. She deserves commendation for speaking in a loud, clear tone. Teaching average, 83. E.

Miss — gave the A class a lesson in Elocution. She displayed the tact and skill of an experienced teacher. She assumed full authority over the pupils, (though they were her classmates,) and her whole manner was such that a visitor entering the room would have supposed she was the permanent teacher. One secret of her success was that she had given the reading lesson much home practice and preparation. Teaching average, 100. E.

Miss — taught the A class in Literature. She taught well. Though rather quiet, she succeeded in awakening the interest of her pupils, and the entire recitation was very animated. The class is a good one, and the pupils deserve as much commendation as the teacher. Teaching average, 96. E.

Miss — gave the B class a lesson in Elocution. She is a good teacher, and reads very well. She maintained her dignity and composure during the entire recitation, though several visitors were present. Nothing tends to embarrass a teacher so much as the entrance of strangers; the lady's calmness and self-possession then, are worthy of much commendation. Teaching average, 100. E.

Miss — gave the A class a lesson in Literature. She evinced thorough preparation, and displayed considerable tact in conducting the recitation. Every pupil was called on and compelled to recite or confess ignorance. Teaching average, 93. E.

Miss — gave the D class a lesson in History. She is one of the best teachers in her class. She is sprightly, animated, and critical. The lesson was well taught; a map having been neatly drawn on the board, the teacher required the most important places referred to in the lesson to be pointed out upon it. Teaching average, 100. M.

EXAMINATIONS.

Written examinations take place at the end of each term, and also at the end of every six or seven weeks, in all the studies of the school.

In order to secure entire fairness in the examinations, and to prevent improprieties of any kind, a card is placed in the hands of each pupil, containing the following directions:

1. On the day before the examination begins, take home all your books; see that nothing whatever is left in your desk except this card and your slate; that your desk is cleaned out and free from bits of paper and rubbish of every kind; that the ink well is in good order, and supplied with fresh ink; and that your slate is thoroughly cleaned.

2. Observe the same rule every day before leaving the examination room.

3. Come each day provided with pens, pen-holder, and pencil.

4. Write your name and the subject of examination distinctly at the top of each page.

5. You need not copy the questions upon the paper, but be careful to number each answer to correspond with the question.

6. If unable to answer any question, write its proper number, and opposite the same, write, "I cannot answer."

7. In answering questions in Arithmetic, Algebra, &c., give the work as well as the answer.

8. After beginning a set of questions, do not leave the room without the permission of the teacher in charge, until that exercise is completed.

9. When under examination, avoid with the utmost strictness all communication with others, whether by talking, notes, signs, or otherwise; and do not look over the answers of others lying on the adjoining desks, or allow others in this manner to overlook your answers. Any violation of this rule will cause your exercise to be rejected.

10. Referring to text books, or to written or printed abstracts, or memoranda of any kind connected with the subject of examination, or having such book, abstract, or memorandum, in your desk, or about your person, will cause your exercise to be rejected.

In order to induce not only correctness as to the substance of the answers given, but a habit of carefulness as to the manner of expression, the teachers, in marking the examination papers, note minutely on the face of each paper every thing that is considered faulty. This is done by simply writing the figures 1, 2, 3, 4, &c., on the margin of the sheet, opposite any fault that may be noticed. Figure 1 indicates some fault in the heading, or in the general arrangement of the matter in the sheet; 2 indicates want of neatness; 3 indicates letters written indistinctly, or words not properly spaced; 4, spelling wrong; 5, punctuation wrong; 6, capitals neglected, or used improperly; 7, mistake in grammar; 8, sentences not complete; 9, answer not as full as it should be; 10, answer incorrect.

The object of this scheme of notation is simply to enable the teacher, with the least expenditure of time and labor, to indicate the various faults which mar the appearance and lessen the value of an examination paper. A small printed card, containing this scheme of notation, is placed in the hands of each teacher as a guide in marking the papers, and also in the hands of each pupil while writing his answers. The consequence is that the usually slovenly, careless, illegible, and unworkmanlike style of writing and expression is entirely broken up, and the pupils get unconsciously into the habit of expressing themselves upon paper in a manner that is agreeable to the eye and that is almost entirely free from the minor blemishes of composition.

When the examination papers have been marked and the faults noted with a pencil upon each paper, according to the scheme just explained, the papers are returned to the pupils, and with these papers before them, and with the aid of their books and of the explanations given by the teachers, they are required to write out a second complete set of answers. This exercise is not counted as a part of the examination, but it takes the place of an ordinary recitation. Its object is to fix in the minds of the pupils, while the matter is still fresh, all the corrections which have been pointed out. This revision of the work of examination has a most admirable effect. The questions are usually of a searching character, and reveal to pupils deficiencies in their knowledge, of which they had not been aware. Going over the ground a second time, while this impression is fresh.

BOARDING ARRANGEMENTS.

Although the tuition of the Normal School is free, it was found that the main item of expense, the board, had increased until it threatened seriously to embarrass the operations of the institution. Accordingly in September, 1864, a suitable building was secured and fitted up as a boarding-house for the use of the female pupils and teachers. By having a considerable number together, it was found that the expense to each student could be considerably reduced. The first experiment was so successful that the house was enlarged in 1865 so as to accommodate ninety boarders. The building, as thus enlarged, is 135 feet long by 37½ feet wide, and three stories high. It is planned with a special view to the wants of such an establishment, and is particularly convenient and attractive. The rooms are of good size, each suited to the accommodation of two pupils; they are neatly carpeted, and supplied with the necessary furniture, with one double bed, and with two large deep closets, one for the exclusive use of each occupant. The beds are furnished with mattresses, but not with pillows or bedding, each boarder being required to furnish these articles for herself.

One of the leading Professors, with his family, lives in the building, and he and his wife have the charge of the establishment. The arrangement altogether is giving the greatest satisfaction to the patrons of the school. Such an establishment was particularly needed for female pupils. Young ladies away from home, and boarding promiscuously through a large town, are exposed to social temptations, and they often lose much time in consequence, even when they do not form undesirable acquaintances, or fall into worse evils. Parents are reluctant to send their daughters to a distant town to attend school, where there can be, from the nature of the case, no adequate guaranty for an efficient supervision and protection out of school-hours. Besides these grave considerations, there is the important matter of economy, the cost of attendance at school having been reduced almost one-half.

The large boarding-house being entirely filled, and there being numerous applicants for admission, who could not be accommodated, the Trustees, in the summer vacation of 1867, took another large building adjoining the former, and fitted it up in similar style for the accommodation of forty additional boarders. This building also was immediately filled.

The resident Professor and his family, in consideration of their services in the management of the household, live in the house entirely free of cost. A charge of one dollar a week is made to each pupil, for rent and fuel. Under "fuel" is included all that is needed for cooking and washing, and for heating every part of the establishment; and under "rent" is included all that is necessary to pay interest, taxes and insurance on the cost of house, furniture and grounds.

The Trustees assume that an assessment of \$1 a week on each boarder will cover these items. This sum is a regular and fixed charge. Beyond that, the pupils are charged the actual cost of their living, and this

fact constitutes a very important feature of the plan. The actual cost of the remaining items has been maintained now for more than three years at \$2.50 a week, with a variation of only 25 cents for a single term, and the accommodations, both as to quantity and quality, have been such as to give entire satisfaction. But were the Trustees to undertake to board the pupils outright for this sum, there would be less care in regard to waste and breakage, and a more ready disposition to find fault and be discontented. Having paid a fixed sum, the boarders would feel like consuming the full worth of their money. On the contrary, the sum being contingent, they are more ready to acquiesce in any little economies which are to keep their expenses within bounds.

The boarding arrangements which have been described, are exclusively for the use of the female pupils and teachers. A similar establishment for the accommodation of gentlemen is imperatively needed, and is in contemplation.

FARNUM PREPARATORY SCHOOL.

The Farnum Preparatory School at Beverly was established and endowed by the liberality of Paul Farnum, Esq., and opened for the reception of pupils, on the 8th of October, 1856. It has a Board of Trustees of its own, but is designed as an auxiliary of the State Normal School, and an appropriation is made by the Legislature towards its support. As indicated by its name the course of study is preparatory, and has special reference to the more thorough and professional course of the Normal School. A large proportion of the pupils are from Beverly and the vicinity, but those qualified are admitted to the classes in the Normal School at Trenton, on successfully passing the required examination. One hundred and forty pupils were admitted the first term. This number has been increased successive years, and in 1867 amounted to two hundred and eighty.

PLANS AND DESCRIPTION OF THE STATE NORMAL SCHOOL OF NEW JERSEY.

The buildings occupied by the State Normal School of New Jersey, are two in number, one of which is occupied exclusively by the Normal School proper, and the other by both the Normal School and its adjunct, the Model School, but principally by the latter. The two were built and furnished at an expense of about \$55,000.

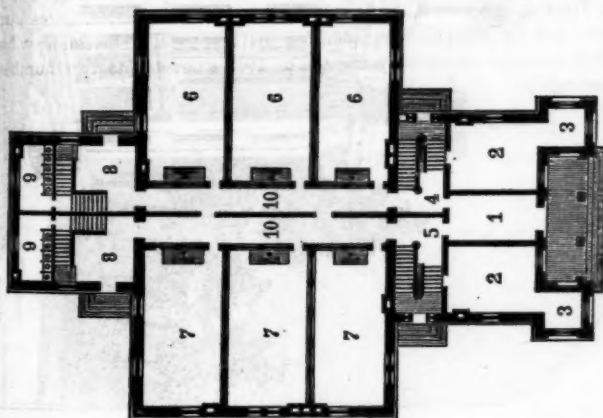
The plans are drawn on a scale of thirty-two feet to the inch. Each building is in the form of a Greek Cross, the main edifice running nearly north and south with wings or projections on the east and west. The front wing of the Normal School on the east, terminates in two towers, 10 by 10 feet.

The great objects secured in the adoption of these plans, are the highest degree of convenience and adaptation to the purposes of a school for both sexes, symmetry, tastefulness, economy in cost of construction, with ample facilities for lighting and ventilation, the ingress and egress of pupils, together with a full supply of water in the proper place, and for every desirable purpose.

The rooms are all large, airy, and commodious. The uses of each apartment will be understood by reference to the numbers indicated on the diagrams, and the accompanying explanation. Each building is heated by four of Boynton's first class furnaces, and ventilated by means of air passages leading from each room to a large chamber for the purpose in the attic, under the ventilator. These air chambers are heated by stoves, thus creating a forced draught from each apartment to the ventilator.

The furniture is of the latest and most approved character, and there are in the two buildings, fifteen hundred feet of the best Vermont and Lehigh wall slates.

Fig. 2.—FIRST STORY.



- 1, Main entrance and Hall. 2, 2, Cloak Rooms for each sex. 3, 3, Toilet Rooms for each sex. 4, 5, Halls and entrances. 6, 6, 6, and 7, 7, 7, Recitation Rooms. 8, 8, Extra Cloak Rooms. 9, 9, Privies. 10, 10, Halls for each sex.

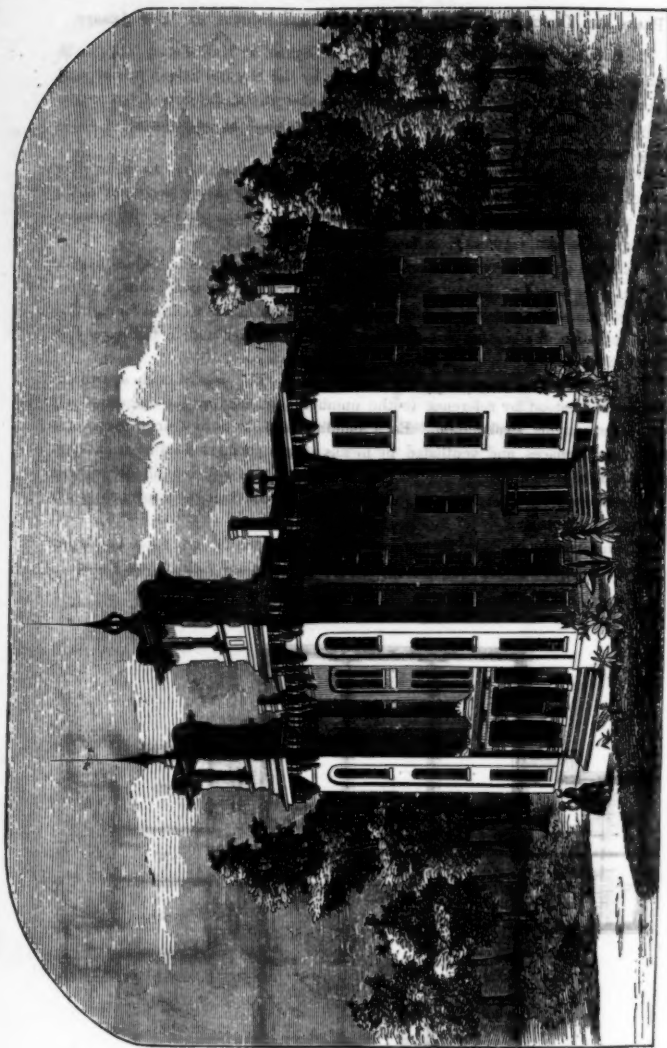
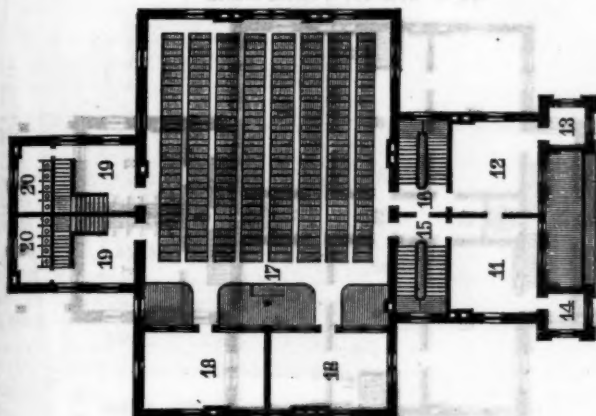


Fig. 1.—STATE NORMAL SCHOOL.—NEW JERSEY.

Fig. 3. SECOND STORY.



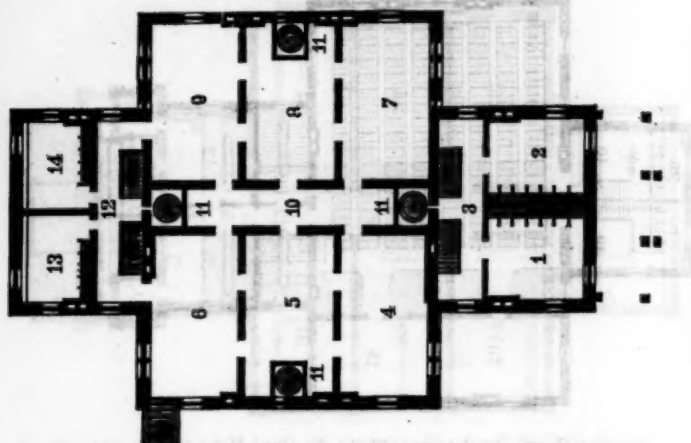
11, Reception Room. 12, Library. 13, 14, Teachers' Toilet Rooms. 15, 16, Halls and Stairways, each sex. 17, Assembly Room seated for 240. 18, 18, Recitation Rooms. 19, 19, Extra Cloak Rooms. 20, 20, Privies.

Fig. 4. THIRD STORY.



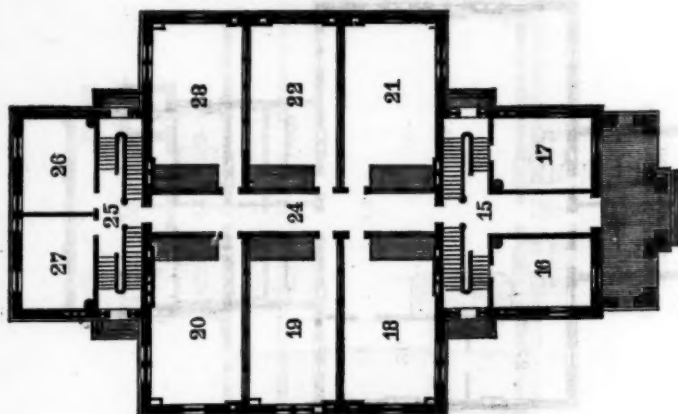
21, 22, Drawing Room and Models. 23, Bell Ringer's Room. 24, Passage to Observatory. 25, Lecture Room. 26, Recitation Room. 27, Room for Mechanical Drawing. 28, 28, Rear Halls. 29, 30, Apparatus Rooms.

Fig. 5. BASEMENT OF MODEL SCHOOL.



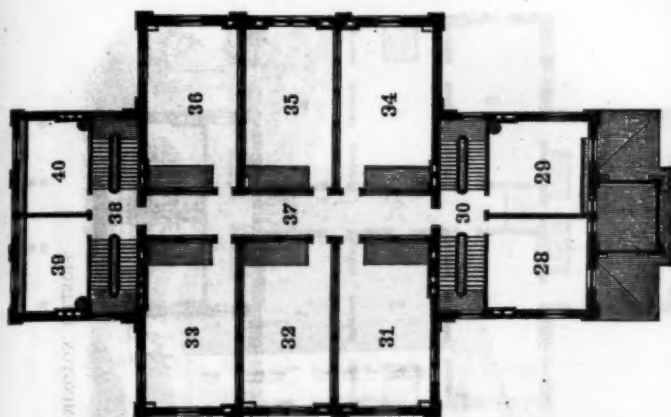
1, 2, Privies for Girls. 3, Halls to Privies for Girls. 4, 5, 6, &c., &c. Cellars and Furnaces. 13, 14, Privies for Boys. 12, Halls to Privies for Boys.

Fig. 6. FIRST STORY.—MODEL SCHOOL.



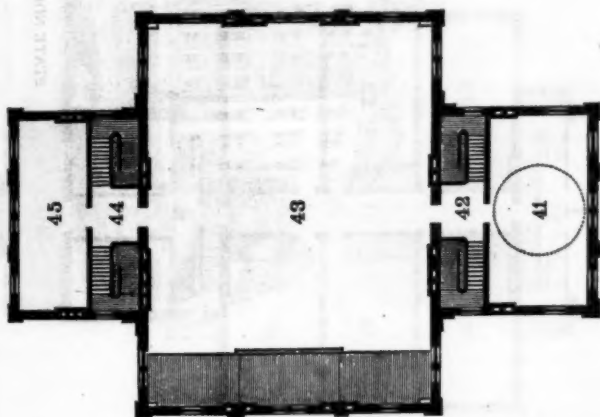
15, Halls, Girls' entrance, and main entrance. 16, 17, Girls' Cloak Rooms. 18, 19, 20, 21, 22, 23, School. 24, Hall, rooms graded, 40 pupils each. 25, Boys' Hall. 26, 27, Boys' Cloak Rooms.

Fig. 7. SECOND STORY.—MODEL SCHOOL.



28, Girls' Cloak Room. 29, Library. 30, Girls' Hall and Stairways. 31, 32, 33, &c., &c., School Rooms, graded, 40 pupils each. 37, Hall. 38, Boys' Hall and Stairways. 39, 40, Boys' Cloak Rooms.

Fig. 8. THIRD STORY.—MODEL SCHOOL.



41, Room for Drawing, lighted from the Dome. 42, Hall and Stairways. 43, Great Lecture Room of the Normal School establishment, 56 by 75 feet. 44, Hall. 45, Laboratory.



STATE NORMAL UNIVERSITY, BLOOMINGTON, ILLINOIS.

ILLINOIS STATE NORMAL UNIVERSITY

AT NORMAL, MACLEAN COUNTY.

The State Normal University owes its existence to a deep-seated conviction of the want of more well-instructed teachers for the free schools of Illinois. The question of establishing a school of some kind to supply this want, had been discussed by the leading educators of the State for several years; but the project of establishing a distinct and separate Normal School, first assumed a definite form at the annual meeting of the State Teachers' Association, at Chicago, in Dec. 1856.

After a protracted debate, a resolution unanimously prevailed, asking the Legislature to make an appropriation for the establishment and maintenance of a Normal School, and Messrs. WRIGHT, WILKINS and ESTABROOK were directed to lay the subject before the Legislature, on behalf of the Association. The late Superintendent of Public Instruction, Hon. N. W. Edwards, in his Report to the Legislature for 1856, recommended the establishment of such a school, and aided the project by his presence and influence. Hon. WILLIAM A. POWELL, the new Superintendent, labored heartily for the enterprise. These gentlemen were met by a liberal spirit on the part of both Houses, especially the Educational Committees, and an act was drafted, discussed and passed, establishing and endowing a NORMAL UNIVERSITY, and creating a State Board of Education, under whose control it should go into operation.

The act provides that the avails of the Seminary and University funds, (\$300,000) shall be appropriated for the support of the Institution, but no part thereof can be used in purchasing a site or erecting buildings. The Board were instructed to locate the University in that city or town, accessible, and not otherwise objectionable, which should offer the greatest donation. It was understood that the central portions of the State were "accessible," and there competition ran high. At first almost every enterprising town in the interior took the initiatory steps toward making a bid; but some time before the day for opening the proposals, it was whispered round that Bloomington and Peoria were ahead of all competitors. Most of the smaller towns declined to submit their proposals, and the contest virtually lay between the two cities. The Board of Education, in a body, visited these points and examined the sites offered. The site at Bloomington consisted in two tracts of rolling prairie, one of 56, the other of 104 acres, connected by a narrow neck and lying about a mile and a half north of the city, near the junction of the railroads. The site at Peoria consisted of fifteen acres of land lying on the bluff, just back of and overlooking the city, and affording, doubtless, the most varied prospect in the State.

Upon opening the bids, it was found that Peoria had offered in the aggregate, including the estimated value of the site, over \$80,000; and

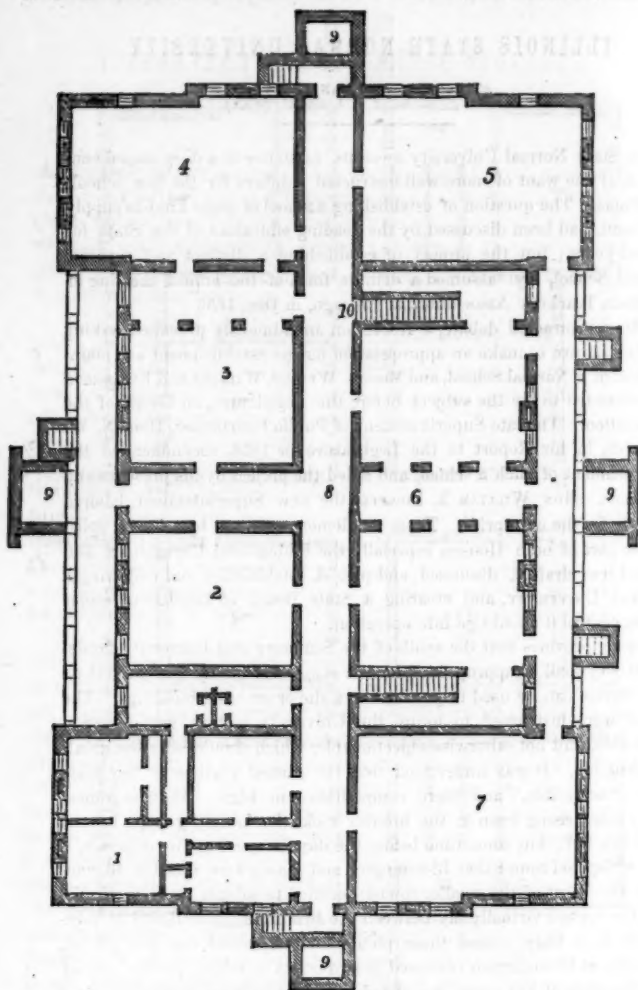


Fig. 2. PLAN OF BASEMENT.

In this story, (Fig. 2,) are the Janitor's House, (1,) consisting of a parlor, kitchen, cellar, three bedrooms, etc.; storage room, (2); laboratory, (3); chemical-lecture room (4); boys' play-room for Model School (5); boiler or furnace rooms (6); girls' play-room for Model School (7); corridor (8); filtering cisterns (9); and stairways (10).

that Bloomington had offered in the aggregate, including the estimated value of the site, over \$140,000. McLean county, by an appropriation

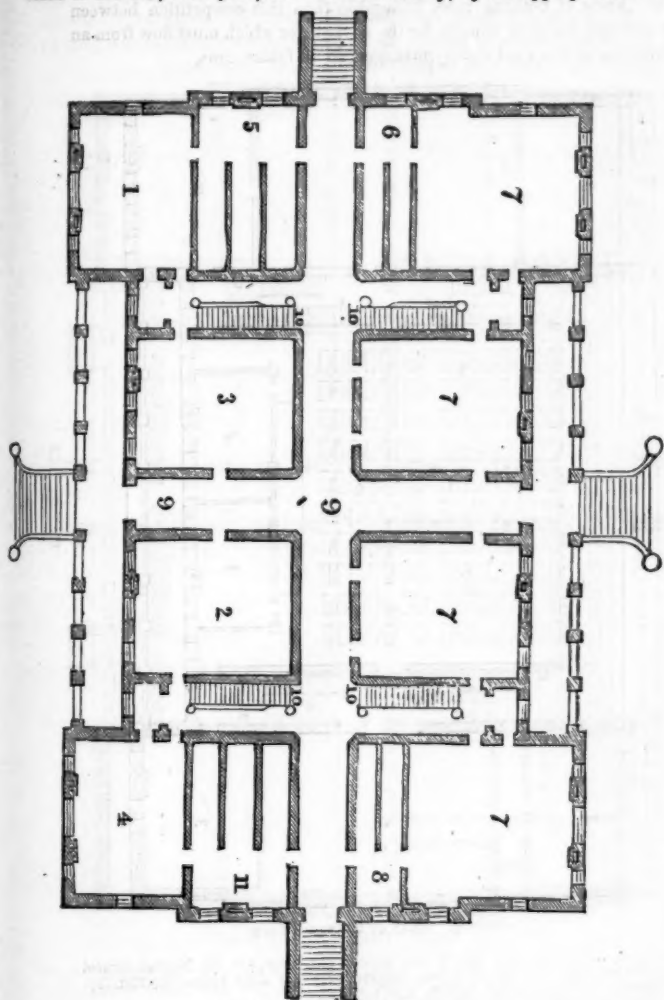


Fig. 3. PLAN OF FIRST FLOOR.

In the principal story, (Fig. 3) 15 feet high in the clear, are the Principal's room, 30ft. x 22ft. 6in. (1); the reception room, 31ft. 6in. x 27ft. (2); book and apparatus room, 31ft. 6in. x 27ft. (3); teachers' retiring room, 30ft. x 22ft. 6in. (4); gentlemen's wardrobe, 32ft. x 19ft. 9in. (5); masters' wardrobe for Model School, 32ft. x 10ft. 2in. (6); Model-School rooms, 32 x 32ft. and 25ft. 6in. x 37ft. 6in. (7); misses' wardrobe for Model School, 32ft. x 10ft. 2in. (8); corridors (9); and the stairways (10).

of \$70,000 from her swamp-land fund, enabled Bloomington thus to out-strip her rival.

We know of nothing more honorable than this competition between the different towns of Illinois, for the advantages which must flow from an institution of this kind rightly managed, in all future time.

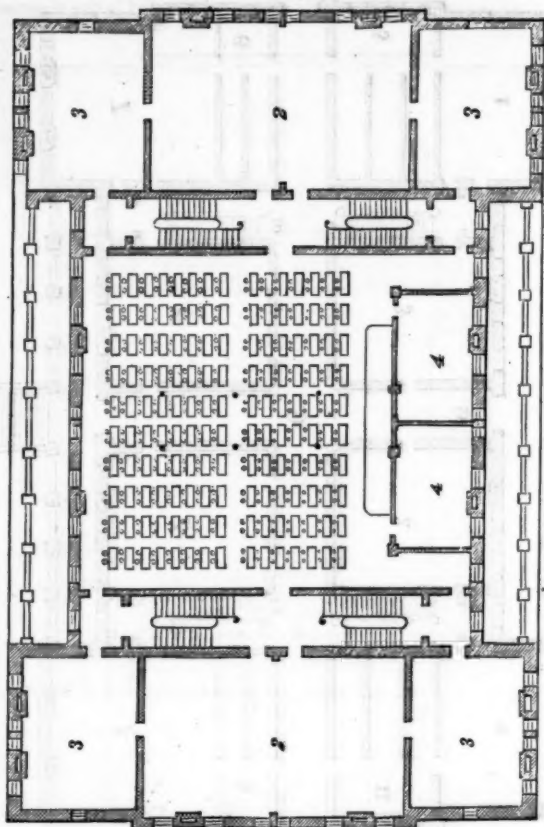


Fig. 4. PLAN OF SECOND FLOOR.

In the second story, (Fig. 4,) 16 feet high in the clear, are the Normal School room, 60×66ft. (1); two lecture rooms, 51×32ft. (2); four class rooms, 30×23ft. (3) two class rooms, 27×15ft. (4); and the stairways (5).

The Board of Education elected Prof. C. E. Hovey, (Principal of the Union School of Peoria,) Principal, and adopted, on his recommendation and that of G. P. Randall, Architect, of Chicago, the plan of a building to accommodate three hundred normal pupils, and two hundred model school pupils, and to be erected at a cost of \$80,000. The exterior and internal arrangements of the building, are represented in the diagrams: 1, 2, 3, 4, 5.

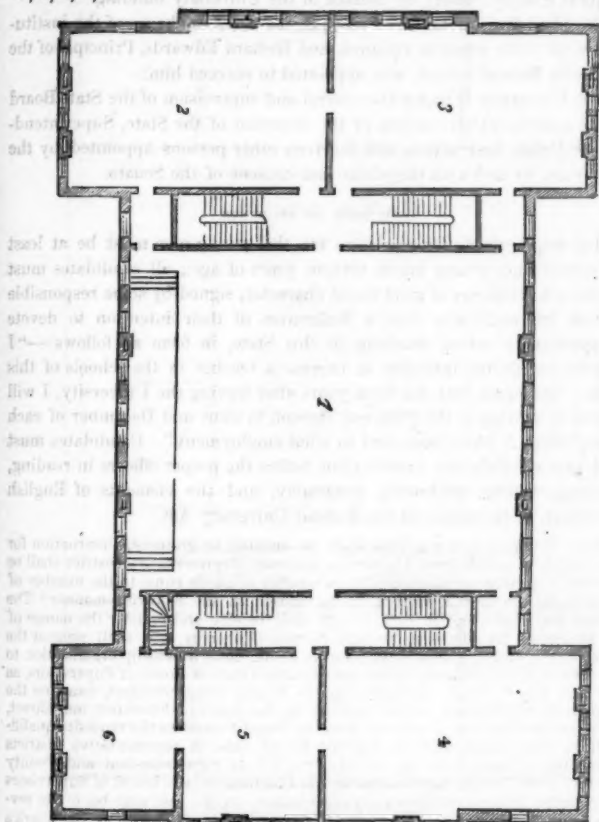


Fig. 5. PLAN OF THIRD FLOOR.

In the third story (Fig. 5,) 20 feet high in the clear, are the Normal Hall, 65x75 ft. (1); library, 32ft. 4in.x48ft. 6in. (2); museum, 32ft. 4in.x48ft. 6in. (3); gallery of painting and statuary, 32ft. 4in.x48ft. 6in. (4); music room, 32x25ft. (5); and an ante room, 32ft. 4in.x22ft. 4 in. (6).

The building is warmed by steam, and the ventilation of each room is secured by a separate flue properly constructed for this purpose.

The seats and desks are manufactured by Joseph L. Ross, Boston, after the most approved patterns.

ORGANIZATION.

The building was substantially completed in 1860, and the classes were removed to it from the temporary quarters occupied in Bloomington. The University is provided with philosophical and chemical apparatus, and with books of reference. The museum and library of the Illinois Natural History Society are located in the University building.

President Hovey, the first Principal, remained in charge of the institution until 1862, when he resigned, and Richard Edwards, Principal of the St. Louis Normal School, was appointed to succeed him.

The University is under the control and supervision of the State Board of Education, which consists of the Governor of the State, Superintendent of Public Instruction, and fourteen other persons appointed by the Governor, by and with the advice and consent of the Senate.

ADMISSION OF STUDENTS.

The requirements for admission are, that young men must be at least seventeen and young ladies sixteen years of age; all candidates must produce a certificate of good moral character, signed by some responsible person, and must also sign a declaration of their intention to devote themselves to school teaching in this State, in form as follows:—"I hereby declare my intention to become a teacher in the schools of this State; and agree that, for three years after leaving the University, I will report in writing to the Principal thereof, in June and December of each year, where I have been, and in what employment." Candidates must also pass a satisfactory examination before the proper officers in reading, spelling, writing, arithmetic, geography, and the elements of English grammar, in pursuance of the Normal University Act.

Each County within the State shall be entitled to gratuitous instruction for two pupils in said Normal University, and each Representative District shall be entitled to gratuitous instruction for a number of pupils equal to the number of representatives in said district, to be chosen in the following manner: The School Superintendent in each county shall receive and register the names of all applicants for admission to said Normal University, and shall present the same to the County Court, or in counties acting under township organization to the Board of Supervisors; which said County Court or Board of Supervisors, as the case may be, shall, together with the School Superintendent, examine the applicants so presented, in such manner as the Board of Education may direct, and from the number of such as shall be found to possess the requisite qualifications, such pupils shall be selected by lot; and in representative districts composed of more than one county, the School Superintendent and County Judge, or the School Superintendent and Chairman of the Board of Supervisors in counties acting under township organization, as the case may be, of the several counties composing such representative district, shall meet at the clerk's office of the County Court of the oldest county, and from the applicants so presented to the County Court or Board of Supervisors of the several counties represented, and found to possess the requisite qualifications, shall select by lot the number of pupils to which said district is entitled. The Board of Education shall have discretionary power, if any candidate does not sign and file with the Secretary of the Board, a declaration that he or she will teach in the public schools within this State, in case that engagement can be secured by reasonable efforts, to require such candidate to provide for the payment of such fees for tuition as the Board may prescribe.

If any county or representative district neglects to make appointments, the President of the University is, by a resolution adopted by the Board of Education, authorized to fill the vacancy by appointing any person of proper age and qualification. Every such person must pass, before the President, an examination similar to that required before the county superintendent in other cases.

COURSE OF STUDY.

The course of study occupies three years. Each year is divided into three terms, the first of fifteen, the second thirteen, and the third twelve weeks in length. The studies pursued are reading, spelling, English grammar and literature, rhetoric, criticism, arithmetic, algebra, geometry, trigonometry, geography; history, ancient and modern; natural philosophy, chemistry, astronomy, botany, physiology, book-keeping, writing, drawing, vocal music, metaphysics; and professional studies, including history and methods of education, school laws of Illinois, and the Constitution of the United States and of Illinois. The following are optional: Latin, Greek, algebra, trigonometry, analytical geometry, calculus, and zoology.

BOARDING ARRANGEMENTS.

The Superintendent of Public Instruction and the Principal of the University have recommended the erection of a boarding-house for the accommodation of students. Board can be obtained in good families for about four dollars a week, exclusive of fuel, lights, and washing. A portion of the students board in clubs, and thus reduce the expense nearly one-half.

MODEL SCHOOL.

The Model School, which is in the same building with the Normal School, is furnished with all the appliances necessary for giving a thorough education, either as a preparation for college or for business. It has four grades, each under the charge of a separate, permanent teacher. Instruction is given in the elementary and higher English branches, and in Latin, Greek, French and German. Physical exercises are daily practiced by the entire school. The only requisites for admission are a small fee and good character. Pupils on being examined are classified according to their attainments.

The students of the Normal School, after attending two terms, have classes assigned them in the Model School. These classes have recitations at hours which do not interfere with the recitations in the Normal Department, so that the pupil-teachers do not lose their recitations in the Normal School while teaching in the Model School. The Model School is thought to be of important advantage to the Normal School. The connection has been mutually advantageous.

The number of students in the University in 1866-67 was as follows:—In the Normal Department: Senior class—Ladies 7, gentleman 6, total 13. Middle class—Ladies 32, gentlemen 26, total 58. Junior class—Ladies 167, gentlemen 89, total 256. Total in Normal Department, 327.

PENNSYLVANIA STATE NORMAL SCHOOLS.

THE Normal School Law of Pennsylvania divides the State into twelve districts, in each of which a State Normal School may be established whenever private contributions make it practicable.

NORMAL SCHOOL IN THE SECOND DISTRICT.

AT MILLERSVILLE.

The school in the second district, at Millersville, was recognized as a State institution in 1859, and it has since received 3,754 students, of whom 2,490 were males, and 1,264 females. Seventy-two have graduated in the elementary course, twenty-two in the scientific course, and two in the classical course. In 1867, there were six hundred and fifty-two students in the Normal department, and one hundred and sixty in the Model school. The buildings and other property of the school cost over \$70,000.

One-half of the members of the graduating class teach in the Model school during the fall and winter terms, and the others in the spring and summer terms. Those who are thus engaged in the Model school meet the principal upon two evenings each week for special instruction in the theory of teaching. At these meetings the principal reads from notes that he has taken while in the school during the day, comments upon them, and commends or disapproves as he thinks the circumstances require. The students state any difficulties that may have arisen during the day. These, and the remedies, are freely discussed by teachers and students. The superintendent of the Model school also meets this class for a similar exercise one evening in each week.

The principal gives instruction to two classes each day in the "Theory of Teaching." These classes use a text-book. Besides this, many of the members of the graduating class recite daily in mental science, in which recitation the proper methods of cultivating the faculties are familiarly discussed.

Of those who expect to receive aid from the State, but about one-half are especially interested in the theory and practice of teaching.

The school during the past year (1867) was prosperous. The graduating class consisted of twenty members, and passed a satisfactory examination. All the members are engaged in teaching, excepting two, and some of them are occupying positions of responsibility and honor.

The results of the system of training adopted are more than satisfactory—they are subjects for congratulation and pride. The pupils of this institution are among the most successful teachers in the State. They are sought after wherever good teaching can be appreciated or remunerated. They are found in common schools and high schools, as principals

of academies and seminaries, professors in normal schools and colleges, and as energetic and successful county superintendents. In whatever position they labor, they distinguish themselves as faithful and skillful workers. They seem to be imbued with the true spirit of the educator; earnest, devoted, self-sacrificing, laboring for the success of the cause. They are punctual in their attendance upon educational meetings, ready to aid at institutes and associations, and are becoming an educational power in the commonwealth. These facts indicate the success of the system, and demonstrate the value of Normal schools to the State.

NORMAL SCHOOL IN THE TWELFTH DISTRICT.

AT EDINBORO.

The school in the twelfth district at Edinboro, was first chartered as an academy in 1856, then changed to a Normal school and recognized as a State institution in 1861. It has land, buildings, furniture, library, apparatus, and other property, valued at \$36,750. The whole number of students received is 1,444, of whom 775 were males, and 669 females. Thirty have graduated. There were 425 in the Normal department in 1867, and 138 in the Model department.

In this school the instruction on the subject of professional knowledge, skill and experience in teaching, is communicated to the graduating class as well as to those who are receiving State aid, by lectures by the principal. The members of the graduating class hear lessons in the public school, which is taught in the Model school rooms, but which has no connection whatever with the institution.

NORMAL SCHOOL IN THE FIFTH DISTRICT.

AT MANSFIELD.

The Normal school in the fifth district, at Mansfield, was first organized in 1854 as a Classical seminary, under the charge and patronage of the Methodist Episcopal church, but its founders, with a large liberality, offered it as a State Normal school, and it was accepted in December, 1862. The buildings, furniture, library, apparatus and other property, are valued at \$49,000.

This institution is divided into two departments. One is called the Normal, or Teachers', and the other the Academic, or Business department. It not unfrequently happens that a large proportion of those entering the academic, or business course, change their minds, and commence making preparation for teaching.

The direct means employed in training teachers is, first, the regular daily drills upon the *subject matter* of teaching. In these exercises, no instruction in the branches is attempted to be given. Each pupil has a text-book upon the subject of teaching, and topics are assigned for the consideration of the class. The *theoretical* and *practical*, the *possibles* and *impossibles*, are here presented. The experiences and opinions of those who have taught are placed side by side with those who have not.

The failures of youthful indiscretion are compared with more mature reflections of age.

The senior, or graduating class, in addition to the studies of the course, take up the theory of teaching as a study, and practice teaching in the Normal school forty-five minutes a day for one-half of the school year. This class meets twice a week with the principal, or some of the faculty, and the principal of the Model school, where the work of the experimental class is discussed, failures and success pointed out, and words of approval and encouragement given when and where needed.

The whole number of students received is 1,290, of whom 555 were males, and 735 females. Thirty-seven have graduated. There were 282 in the Normal department in 1867, and 123 in the Model school.

NORMAL SCHOOL IN THE THIRD DISTRICT.

AT KUTZTOWN.

The Keystone Normal school in the third district, at Kutztown, originated in the demand for better teachers and in the conviction that a Normal school was necessary to supply that want. Its buildings, furniture, library, apparatus, and other property, are valued at \$55,000, of which \$20,000 was contributed by the citizens of Kutztown and Maxatawny townships. The school was recognized by the State superintendent as a State institution, on the 13th September, 1866, and the building was formally dedicated on the 15th of the same month.

The faculty of instruction includes eleven professors and tutors, a larger number of gentlemen than either of the other Normal schools; but the number of female instructors is less, it being but two in this school, and it is five or seven in the other schools. The Model school is under the superintendency of an experienced teacher who is employed by the Board of Trustees, and the teaching is principally done by students from the Normal school. These students first pass a year in studying the theory of teaching by means of text-books and lectures in the Normal school, and then practice at least three-fourths of an hour daily in teaching pupils in the classes of the Model school.

The number of students received the first year was 343, of whom 266 were males, and 77 females, being a larger proportion of male students than is reported from any other Normal school in this country.

WISCONSIN STATE NORMAL SCHOOLS.

HISTORICAL.

In 1857, an act was passed by the Legislature of Wisconsin appropriating twenty-five per cent. of the income arising from swamp and overflowed lands, for Normal School purposes, and creating a Board of Regents to regulate its distribution. This Board did not consider itself authorized under that act to establish a Normal School, and the income from the first year was applied to the aid of Colleges and Academies which organized and instructed normal classes.

In August, 1858, Henry Barnard became Agent of the Normal Regents, and organized a system of oral and written examinations of the Normal Classes in the Colleges, Academies and High Schools of the State, as a basis of the distribution of the income of the Normal Fund, and commenced in 1859 a series of Teachers' Institutes in the different counties and of Educational addresses in the principal towns of the State. By these examinations, Institutes and professional gatherings of teachers in Town and County associations, he was able to reach in a single year, (1860) three fourths of all the teachers in the State—both those who entered on their work for the first time, as well as those more experienced. His plan of operations in 1861, embraced besides an Institute of four weeks at Madison as the nucleus of a Normal Department in the University, a series of special classes, at different parts of the State, viz.: for Teachers and such as proposed to teach; 1, The ungraded District Schools; 2, Primary Schools, and home classes of little children; 3, Intermediate and Grammar Schools and the largest or central district schools; 4, High Schools and Academies; 5, Normal Schools and Classes; 6, Colleges and all higher institutions which have a common curriculum. He had received from the most accomplished teachers in the State such pledges of co-operation in their respective fields of labor, that he anticipated larger professional gatherings and more systematic professional instruction than had ever been given elsewhere. This plan of Institutes was to be crowned by the establishment of at least three State Normal Schools, (of which one was to be a Special School of the University at Madison,) and a training or practicing school in connection with the High School in each large city.

Connected with an account of these County Institutes, and the names, residence, previous opportunities of professional instruction, and experience in teaching of each member, Mr. Barnard projected in 1859 the publication of a series of papers, selected from the American Journal of Education, on the organization, instruction and discipline of schools. In pursuance of this plan, four volumes were issued with the title of Papers

for the Teacher, and more than one thousand copies of each were distributed among the teachers of the State. The entire series embraced twenty treatises, and would have constituted the most comprehensive Library of Education yet issued in this country.*

The Superintendent of Public Instruction, (J. L. Pickard,) in his Report for 1863, remarks: "These Normal departments of Colleges, Academies, and High Schools, have not satisfactorily met the necessity. They are almost always subordinate departments; nor will the aid furnished warrant giving them a prominent place. Much good has been accomplished by these agencies, but they are at present inadequate to the demand. Permanent Normal Schools are needed, whose sole business shall be the training of teachers."

The Normal department in the State University was opened in 1863, and the attendance was for a time quite large.

In 1865, the Legislature passed an act to dispose of the swamp and overflowed lands, and the proceeds were appropriated to the Normal School fund. This act provides that the income of the Normal School fund shall be applied to establishing, supporting and maintaining Normal Schools under the direction and management of the Board of Regents of such schools, *provided*, that twenty-five per cent. of said income shall be annually transferred to the school fund income, until that shall reach the sum of two hundred thousand dollars.

* These plans, as agent of the Normal Regents, as well as his larger plans as Chancellor, for the development of the State University, and of schools and education generally in Wisconsin, were crippled from the start by inadequate resources, (at least one half less than was promised before he accepted the responsible position, both from the University Fund, and the Normal School Fund,) and were finely relinquished in consequence of severe illness, which was followed by a prolonged physical prostration from which he did not recover for two years. His plans for the University embraced,

1. General co-operation with the State Superintendent of Public Instruction in developing a system of elementary instruction, and in establishing in every city and large village a Public High School, open to both sexes, and with a scheme of studies equal to the most advanced school of this grade in any part of the country.

Into this class of schools were to be merged the incorporated Academies, with their endowments as far as practicable pledged to support such studies as the majority of citizens might not appreciate sufficiently to maintain by public tax—and with them was to be established a system of university scholarships. These Public High Schools were to be developed as the natural reliance of the State University for students and into them were to be absorbed the studies then constituting the first year of a college course.

- (2.) The discontinuance of the Preparatory Department, or Grammar Schools in the University, and its re-establishment as part of the City High School of Madison, as a model school of its grade, in which the classical department was to be under the care of the Chancellor.

- (3.) The reorganization of the University on the basis of a General Course of two years which was to be an extension of the studies of the Public High School, and in which proficiency in the English language and its literature, as well as in the German, was to count as high in the distribution of College honors, as either the Latin or Greek, and on the completion of this course (six years on the elementary course,) the first Academic degree was to be awarded.

- (4.) To the General Course was to be added Special Schools, devoted to Education, Law, Medicine, Agriculture, Mining, Engineering, Commerce, and the other industries of the State.

- (5.) As the crowning feature of a State system of professional training of teachers, there was to be a Normal Department open to both sexes, in which the course of instruction should be liberal, as well as special—and embrace Ethics, Metaphysics, and logic,—physiology and hygiene, the constitution of the United States, and of Wisconsin, the law of the citizen and the man of business, the principles of public economy, and the history and principles of Art.

The Normal School fund amounted in 1867 to \$600,000 already invested and paying seven per cent. interest, and 750,000 acres of land yet to be sold and the avails added to the fund, which will thus be increased, it is supposed, to amount to a million and a half of dollars.

The Normal department of the University has been reorganized under the law of 1867, and is now practically a college course for young women. Students in this department may also attend all the University lectures, and may, in addition to the course of study prescribed for graduation, elect any study in the College of Arts and Letters.

Five Normal Schools have already been located—one at Platteville, Grant County; one at Whitewater, Walworth County; one at Oshkosh, Winnebago County; one at Sheboygan, Sheboygan County; and one at Stoughton, Dane County. These schools are under the immediate supervision of the Board of Normal School Regents appointed by the Governor and confirmed by the Senate. There is also an Examining Committee appointed annually to visit and examine the Normal Schools. Hon. John G. McMyann, in his report for 1866, says:

"The development of our Normal School system is the most difficult educational problem that presents itself for solution at the present time. To make these schools promote the interests of public education, to so conduct them as to secure for them the confidence of the people, to so manage them as to train teachers in them for the common schools, to guard against the tendency to convert them into academies or high schools, to render them so attractive and so efficient as to bring large numbers of teachers under their influence, and to carry them on with such economy as to keep their expenses within the income provided for their support, will demand the watchful care of the people, the heartiest coöperation of the Legislature, and the greatest discretion and wisdom of the Board appointed to manage them.

They may be well attended, the discipline may be excellent, and their teachers well qualified; classes may graduate with honor, and the people may cherish a just pride in the attainments of those who have pursued their course of study; in fact they may be excellent colleges, but if they are not *training schools for teachers*, and if every thing else be not kept subordinate to the specific object for which they were founded, the result will be disastrous, not only to these schools, but to our whole educational system. The success of Normal Schools in other States—while it has been such as to warrant a hope that the policy we have inaugurated may be successfully carried out—has not been so marked and so uniform as to assure us that we shall not encounter difficulties that prudence, forecast and energy alone will enable us to overcome."

STATE NORMAL SCHOOL AT PLATTEVILLE.

The State Normal School at Platteville was opened October 9th, 1866. It occupies, for the present, the building formerly known as the Platteville Academy, which cost about \$20,000. Adjoining buildings are now in process of erection which will be ready for occupancy in 1868, and will cost \$15,000 or more.

The Faculty of Instruction already appointed includes three gentlemen and two ladies. Charles H. Allen is Principal.

ADMISSION OF STUDENTS.

The Board of Regents of Normal Schools has adopted the following regulations for the admission of students to any State Normal School:

1. Each Assembly district in the State shall be entitled to six representatives in the Normal Schools, and in case vacancies exist in the representation to which any Assembly district is entitled, such vacancies may be filled by the President and Secretary of the Board of Regents.

2. Candidates for admission shall be nominated by the County Superintendent of the county, (or if the County Superintendent has not jurisdiction, then the nomination shall be made by the City Superintendent of the city,) in which such candidates may reside, and they shall be at least sixteen years of age, of sound bodily health, and good moral character. Each person so nominated, shall receive a certificate setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail by the Superintendent to the Secretary of the Board.

3. Upon the presentation of such certificate to the Principal of the State Normal School, the candidate shall be examined under the direction of the Principal of said school, in the branches required by law for a third grade certificate, except History and Theory and Practice of Teaching, and if found qualified to enter the Normal School in respect to learning, he may be admitted, after furnishing such evidence as the said Principal may require, of good health and good moral character, and after subscribing the following declaration:

"I ——— do hereby declare that my purpose in entering the State Normal School is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the schools of this State."

4. No person shall be entitled to a diploma, who has not been a member of the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age; and a certificate of attendance may be granted by the Principal of a Normal School to any person who has been a member of such school for one term, provided, that in his judgment such certificate is deserved.

COURSE OF STUDY.

The instruction is adapted to those who design to teach, and hence is thorough and comprehensive. The discipline is such as to secure self-control, and to promote respect for law and order. Certificates of attendance will be given to those who attend the school for at least one term, and to those who shall attend at least one year and pass an examination, a diploma will be granted. Section 13 of chapter 116 of the general Laws of 1866, provides that "After any person has graduated at the State Normal School, and has taught a public school in this State one year, the Superintendent of Public Instruction shall have authority to countersign the diploma of such teacher, after such examination, as to moral character, learning, and ability to teach, as to the said Superintendent may seem proper and reasonable."

Section 14 provides, that "Any person holding a diploma granted by the Board of Regents of Normal Schools, certifying that the person holding the same is a graduate of a State Normal School, and that he is qualified to teach a common school, shall, after the same has been countersigned by the Superintendent of Public Instruction, as provided in section 13 of this act, be deemed

qualified, and such diploma shall be a certificate of qualification, to teach in any common school of this State, and as such shall have the full force and effect of a first grade certificate, until annulled by the Superintendent of public Instruction."

The Board is authorized by section 12 of chapter 116, to provide lectures on Chemistry, Anatomy, Physiology, Astronomy, the Mechanic Arts, Agriculture, and on any other science or branch of literature that shall be deemed proper, and it is the design to afford such facilities for acquiring knowledge as will enable those who wish to fit themselves to teach, to save both money and time by availing themselves of the advantages of a Normal School. All students will be taught *how to teach*, by being required to *do* in the experimental school, what they must afterwards do in the public school.

In professional training, lectures are given daily in some one of the following subjects, viz: proper course of study and training in public schools; methods of instruction and school government; and the students prepare essays and reviews of these lectures.

There is a Model School connected with the Normal School, in which the Normal students practice teaching during the last year of the course.

The Scholastic year is divided into three terms: the first to commence on the first Tuesday of September, and to consist of sixteen weeks; the second to commence on the Tuesday succeeding New Year's day, and to consist of fourteen weeks; and the third to consist of ten weeks and to end on the last day of June.

Students nominated by County or City Superintendents will be admitted at any time during the term.

To all persons, residents of this State, if found qualified to enter a State Normal School, tuition is free. Board may be obtained at reasonable rates—from \$2.25 to \$3.25 per week. A small charge, of from 75 cents to \$1.25 per term, is made for the use of text books.

It is expected that, for the present, the Normal Schools of Wisconsin will do most of their work upon the State at large, through under-graduates. Teachers of some experience will come up and stay one, two, or three terms, to attend the lectures on teaching, and to be present at and receive the training of the classes.



STATE NORMAL SCHOOL, WINONA, MINNESOTA.

MINNESOTA STATE NORMAL SCHOOL,

AT WINONA.

HISTORY.

THE Legislature of Minnesota, in 1858, passed an act directing the Governor to appoint a Normal Board of Instruction, consisting of a Director in each of the six Judicial Districts of the State, to whom was intrusted, under certain restrictions, the establishment of three State Normal Schools. The statute provides that, "There shall be established within five years after the passage of this act, an institution to educate and prepare teachers for teaching in the Common Schools of the State, to be called a State Normal School, and also within ten years, a second Normal School, and within fifteen years, a third, provided that there shall be no obligation to establish either of the three schools, until the sum of five thousand dollars is donated to the State in money and lands, or in money alone, for the erection of necessary buildings and for the support of the professors or teachers in such institutions; but when such sum is donated for such purpose, a like sum of five thousand dollars is appropriated by the State, for the use and benefit of such institutions."

The Normal Board at its first meeting in the capital, August 16th, 1859, formed the six Judicial Districts of the State into three Normal Districts.

The citizens of Winona, having offered a subscription of seven thousand dollars on condition that one of the schools should be located there, the offer was accepted by the Board and the first State Normal School of Minnesota was established at Winona.

This school was organized in September 1860, and continued in operation until the Spring of 1862, when it was suspended owing to the embarrassments growing out of the war and no appropriations for its support were made for the two years ending with 1863.

At the session of the Legislature for 1864, a permanent annual appropriation was made for its support as follows: \$3000 for the year 1864, \$4000 for 1865, and \$5000 annually thereafter. The school was reorganized and reopened under the direction of the present Principal on the first of November 1864, since which time it has steadily increased in prosperity and influence. It is now exerting a powerful influence upon the cause of public education throughout the State. In the year 1866, an appropriation of \$10,000 was made toward the erection of a suitable building. In the winter of 1867, a second appropriation of \$50,000 was made for the building. In addition to this sum, the city of Winona has already appropriated and pledged \$25,000 for the same object. One of the finest Normal School edifices in this country is now (1867,) in progress

for the use of the school. Its extreme dimensions are about 85 by 166 feet, and it is four stories high including a high basement. The building includes all the apartments and accommodations necessary for a first class training school for teachers, and it is expected to be completed in the year 1869.

John Ogden was the first principal. He remained in charge of the school until its suspension in 1862. On its reorganization in 1864, Prof. W. F. Phelps, for many years at the head of the Normal School of New Jersey, was appointed principal.

CONDITIONS OF ADMISSION.

1. Applicants must be at least 16 years of age, and must present to the principal satisfactory evidence of good moral character, of sound bodily health and of special adaptation to the office of teacher.

2. They are expected to sustain a fair examination in Reading, Spelling, Writing, Geography, Arithmetic and the elements of English Grammar.

3. They must be willing, if admitted, to declare in writing, their intention to teach in the Common Schools of this State, for at least two years, and sign an agreement to report themselves to the principal semi-annually, by letter, for the aforesaid period of two years, after having left the Institution.

4. At least three pupils will be received from each senatorial district, as now existing under the laws of the State. The number will be limited only by the capacity of the school to accommodate students. In case there should be vacancies in any of the districts, they may be filled by applicants from other districts, provided such applicants present themselves within ten days from and after the opening of a term.

5. Candidates are required to be present promptly at the opening of the term. They will not be received for less than one term, and once admitted, they will be entitled to the privileges of the school, until honorably discharged, or until their rights shall have been forfeited by unauthorized absence or other misconduct.

The examinations for admission are conducted by the principal and his assistants.

COURSE OF STUDY.

The studies indicated are arranged as far as possible according to their natural affinities, and not according to the order in which they will be prosecuted by the student.

English Language.—Elementary sounds of the language; pronunciation; spelling; analysis and definition of words; reading and elocution; grammar, including the analysis, synthesis and classification of sentences; composition; rhetoric and criticism; English literature; *the best method of teaching the above.*

Mathematics.—Number, its properties and laws; intellectual and written arithmetic; form, the facts of geometry; theoretical and practical geometry; elements of algebra; book keeping; surveying and civil engineering; *best methods of teaching the above.*

Physical and Natural Sciences.—Natural philosophy; physical and political geography; chemistry; botany; natural history; human philosophy; geology; elements of agriculture; astronomy; *methods of teaching the above.*

Graphics.—Principles and practice of penmanship; isometric and perspective drawing; object drawing; industrial drawing; topographical drawing; drawing applied to illustrative teaching; *best methods of teaching drawing.*

Political Economy.—Science of Government; Constitution of the United States and of Minnesota; lectures on the resources of the United States and Minnesota; history of the United States.

Theory and practice of teaching.—Intellectual and moral philosophy; lectures on the principles of education; history of education; didactic exercises or sub-lectures; observation in model school; preparation of sketches; criticism, lessons in teaching; teaching in practice school; school laws of Minnesota.

The course will require three years. It is at present only partially carried out owing to the urgent demand for qualified teachers for the district school. The average duration of the course as now pursued is two years. The school is divided into four classes designated A, B, C, and D, and to each class are assigned four exercises per day besides the lesson in vocal music and the "criticism teaching exercise." Each class has one study hour during the daily session, and every student is required systematically to arrange his hours out of school and make weekly reports to the principal.

The most careful and constant attention is given to the development of clear ideas, methodical habits of thought and exact expression, and to the cultivation of those traits of character essential to success in teaching. The special object of the school is ever kept prominently before its pupils.

The plan of the institution comprises both a graded model and a graded practice school of not less than four departments each. This plan cannot be fully carried out until the new buildings are complete. There is at present a model school of three grades, primary, intermediate and grammar, each under a permanent teacher. Each of these departments accommodates 40 pupils who pay a quarterly tuition fee of \$7.50, seven dollars and fifty cents. From these tuition fees the model school is supported, being no charge whatever upon the State.

Into these model schools the pupil-teachers of the Normal School are sent carefully to observe and take note of the discipline and methods of instruction, and are afterwards critically examined upon the subject. Classes from the Model Schools are also daily brought before the Normal School to receive criticism lessons at the hands of the pupil-teachers of the latter.

These Model Schools are entirely under the control of the Normal School and are an integral part of it. They are entirely independent of the local school system. The precise amount of observation and practice to be obtained by the pupil-teachers is not yet fully determined, but they are part of the daily work throughout the entire course.

The number of pupils in the Normal School is at present limited by the narrow accommodations afforded the institution. The total number instructed last year was 80. Of these 13 were males and 67 females. In the Model Schools there were during the year 164. Two classes were graduated last year, numbering 16 and 14 persons respectively.

BOARDING ARRANGEMENTS.

No special arrangements have yet been provided for boarding the pupils. They are now accommodated in private families where they enjoy all the comforts and influences of the family relation, at a cost of from \$3.50 to \$4.50 per week. Special arrangements however are under consideration by which the expenses of the student will be much reduced.

EXAMINATIONS.

Monthly written examinations of the classes are held, to determine the progress and standing of each student. These examinations are a review of the subjects passed over during the month.

The final examinations are held during the week preceding the last week of a semi-annual session, and they determine the *status* of the student in respect either to graduation or to his classification during the succeeding term.

The public examinations are held during the last week of each semi-annual session, and their sole object is to keep alive public interest in respect to the claims of true education. The public are cordially invited to attend these examinations, as well as to visit the school at all times.

PRIVILEGES OF STUDENTS.

Students completing in a satisfactory manner the prescribed course of study and training, receive a diploma entitling them to teach for a period of five years in this State, without examination by the local school officers.

There is no charge for tuition.

All necessary books and stationery are supplied to the student on payment by him of five dollars for each semi-annual session.

Such miscellaneous and reference books as belong to the library of the institution are loaned to the student under proper restrictions.

The Normal School is well supplied with maps and geological charts.

Considerable progress has also been made in the collection of minerals and fossils illustrating the geology and paleontology of Minnesota.

Sufficient chemical apparatus also for the illustration of the course in that department has been secured. To all these important aids, the students have free access.

GRADUATING THESES.

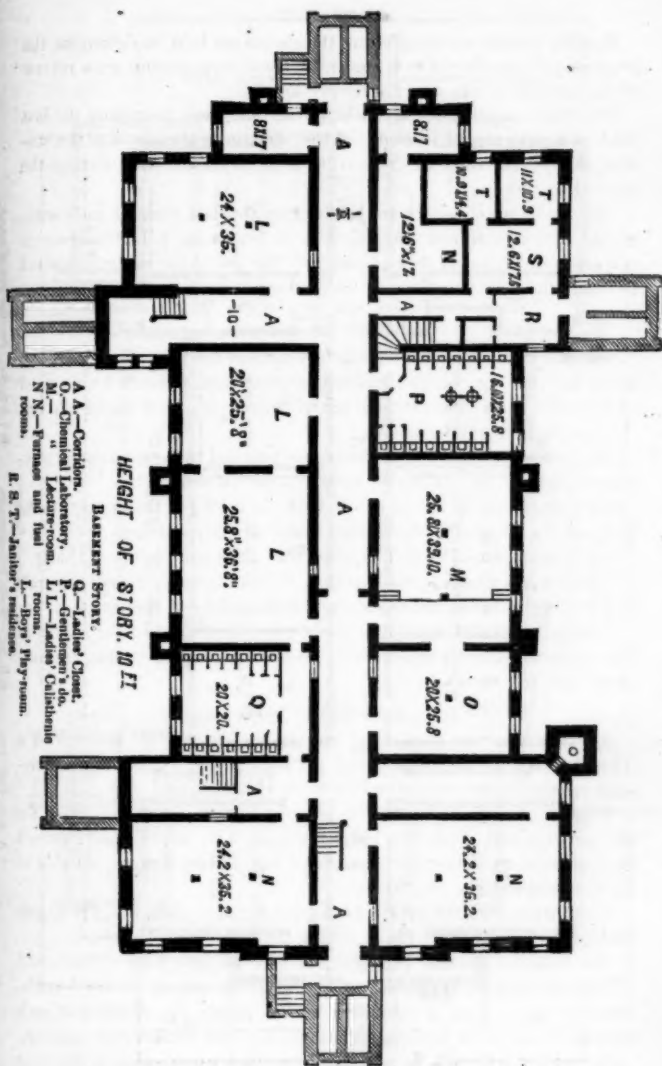
All candidates for graduation are required to prepare and defend a Thesis upon some subject assigned by the Principal, which has an immediate relation to the studies and exercises of the course.

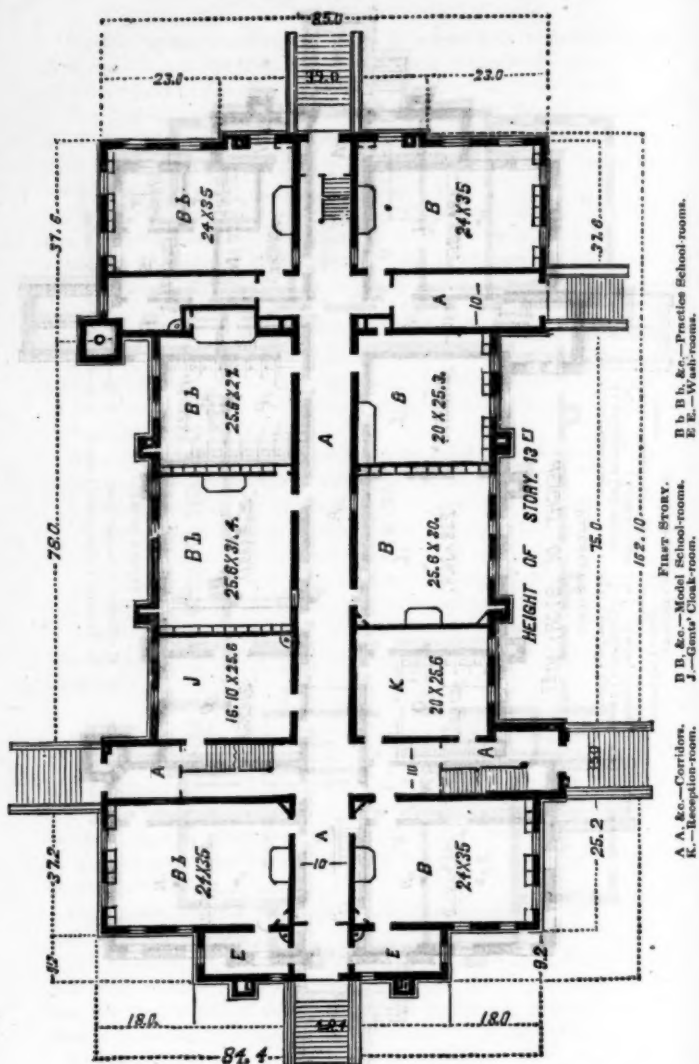
It must be fully elaborated in accordance with instructions given for the purpose, and, when the subject admits of it, must be accompanied by the necessary illustrative or working models and designs, suitable to its clear and forcible elucidation.

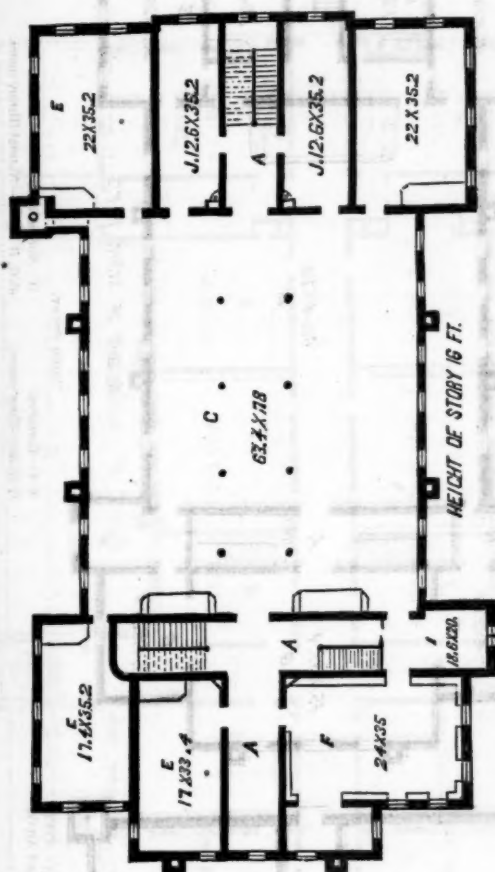
The Theses, with the accompanying drawings, models, etc., are deposited for permanent preservation among the archives of the school.

The results of the final examinations, together with those of the record of daily attendance, are published in the annual reports to the Legislature, for the purpose of exhibiting to the people the standing of each student in respect to deportment, scholarship, and professional capacity.

No student who fails to pass the prescribed examination at the close of a semi-annual session is allowed to advance with his class, but is required to review the studies in which he is deficient, in case he remains in the school.







SECOND STORY.

E E.—Class-rooms.

C.—Normal Assembly-room.

L.—Principal's office (main tower.)

J J.—Ladies' Wardrobe-rooms.

A A.—Corridors.

F.—Library.

B B.—Model School-rooms.

B B.—Practice School-rooms.

K.—Gents' Cloak-room.

E E.—Wash-rooms.

CALIFORNIA STATE NORMAL SCHOOL.

THE foundation of the Public School System of California was laid in 1849. Ten years after, the Superintendent, Hon. Andrew J. Moulder, recommended among other measures of improvement, the establishment of a State Normal School. He still further urged this measure in 1860, and in 1861 asked for a direct State appropriation of five thousand dollars for such school.

In 1862, the Legislature passed an act establishing a State Normal School in the city of San Francisco, and made an appropriation for that purpose of \$3,000. The appropriation for 1863-64 was \$6,000, and for 1864-65, \$8,000.

The Normal School was opened in a class-room of the San Francisco High School building, on the 23d day of July, 1862, under the superintendence of Mr. Ahiru Holmes, who continued Principal until July, 1865. Mr. George W. Minns was elected Principal in June, 1865, and took charge of the school on the 10th of July, following.

The general character of this school and the aim of its officers may be seen by the following extract from the first report of Mr. Minns to the Trustees in 1866. He says:

Normal Schools are not high schools or academies, established for the purpose of enabling a certain number to pursue the higher branches of learning; but their object is direct, plain, and practical; it is to benefit the people at large, by providing for the common schools a class of well trained teachers. The course of study is therefore at present almost entirely restricted to those branches which are taught in the common schools. And this is, in my opinion, as it ought to be. The Normal School was never intended to attempt to give an extended course of instruction in the arts and sciences, or in the languages; but its purpose is—by rendering its pupils thoroughly acquainted with the fundamental branches of a good English education, by familiarity with the best methods of teaching, by a knowledge of the principles and methods of human culture, and of the true order of study, by endeavoring to give them an insight into human nature, so as to enable them to perceive the best methods of government and discipline, and, lastly, by their applying what they learn in the actual teaching and governing of classes in the training school—its purpose is, by these means, to send into the common schools throughout the State a class of teachers whose excellence, ability, and aptitude for teaching will be at once felt and acknowledged. I have no doubt, also, that the Normal School, as it increases the number of its pupils, will, in course of time, cultivate an *esprit de corps* among its members which will be beneficial alike to teachers and to the community. No one can fail to see the advantages that will result to the cause of education from having dispersed over the State teachers who are mostly graduates of one institution, and therefore feel a friendly interest in one another's success and welfare, who would often correspond and interchange opinions concerning the best methods of advancing the cause in which they were all engaged.

It must not be forgotten, moreover, that our State Normal School is and will be the principal means of enabling our own citizens, who design to become teachers, to compete with the graduates of Eastern Normal Schools.

In September, 1865, the Normal School was removed to a building which is occupied entirely by the different departments of the school.

The upper part of this building is occupied by the Normal School, and the lower by the Training School, of four classes, directed by Mrs. C. W. Stout and Miss H. M. Clark. Four pupils of the Normal School are detailed in turn every week to instruct and govern these classes, under the supervision and with the assistance of these experienced and accomplished teachers. The Normal School now possesses greater advantages in this respect than it ever did before. The practice in teaching, which members of the school will have in the course of a year, will be of incalculable benefit to them.

Upon the organization of the school in July, 1865, forty-one pupils in all were admitted to the different classes, making the whole number in the school eighty-five.

Since the establishment of the school there have been entered upon the register two hundred and sixty-two names. These represent nearly every county in the State. The majority have not remained long enough in the school to obtain a diploma. This is owing to various causes, the principal of which is, the want of means to defray the expenses of board and lodging while attending the school. Young men and women have told me of their earnest desire to continue longer in the school, but have stated that it was absolutely necessary for them to do something to support themselves, and have left to take positions as teachers; others enter merely to become acquainted with a certain branch, and, as soon as their object is accomplished, leave, never having been candidates for a diploma; while still others change their plans in life, and engage in some other occupation.

All pupils, before being permitted to join the school, are required to subscribe to the following:

"We hereby declare that our purpose, in entering the State Normal School, is to fit ourselves for the profession of teaching, and that it is our intention to engage in teaching in the public schools of California."

KANSAS STATE NORMAL SCHOOL

AT EMPORIA.

HISTORY AND ORGANIZATION.

PRELIMINARY steps for the organization of a Normal School in Kansas were taken by the Legislature of 1863; the location of the School was fixed upon, and it received an endowment of thirty thousand three hundred and eighty acres of salt lands, but as these lands were not sold, the School received no income from them.

The Superintendent of Public Instruction, Hon. Isaac T. Goodnow, in his report for 1863, recommended the full equipment of the School. He says: "Hitherto most of our teachers have only taught as a temporary employment—as a mere stepping stone to something that *pays better*. Whatever education they may have received was not with special reference to teaching.—As a general thing, teaching is a failure. For preparation for the specific business of teaching, we look to the Normal School."

The subject was discussed by the friends of education in various ways, and the institution was finally established by the Legislature, and located at Emporia in 1864, but was not fully organized till the fifteenth day of February, 1865, when eighteen students were gathered in a room belonging to the district-school of Emporia, with a single teacher, to commence the work of Normal Instruction in this State. The number increased till forty-two were enrolled before the close of the term in June. The Board of Visitors, of which Judge L. D. Bailey, of the Supreme Court, was chairman, presented an able report to the Legislature, which did much toward confirming public opinion in favor of the School.

The second term began in September with sixty students. There were eighty-five students in attendance during the first year. The School, though opened as an experiment, was demonstrated an entire success before the close of the first year. The closing exercises were fully attended by distinguished educational men from different parts of the State, and an account of these exercises published in most of the Kansas papers.

In 1865, by reason of the increasing number of students, making the apartments then in use entirely inadequate to the wants of the School, it was decided to ask the State for an appropriation to construct a building which, answering the purpose of the school for a few years, might then be set apart for the use of the Model School department without loss to the State. The Legislature very willingly acceded to the request, and authorized the Board of Directors to construct a suitable edifice at the State's expense. The building is arranged with special reference to the wants of a teachers' school, and will prove well adapted to the pur-

poses for which it was designed. Utility and economy of construction were before the minds of the Board of Directors, rather than beauty and architectural finish, but still the latter were not ignored.

The cost of the building and equipments was \$18,000. It was dedicated January 2d, 1867. The following passage is taken from the address of President Horner, of Baker University, at the dedication :—

In the erection of these massive walls, in the completion of this fair fabric—this ornate temple of learning, the intelligence of our people and the wisdom of our legislators have forged another and the brightest link in our educational system. Intimately connected as it is with the welfare and success of our common schools, the grand basis upon which rests the superstructure of our educational system, and the crowning glory of our civilization, it is and must ever continue to be the pride and glory of our people. Already is it infusing into our common schools the healthful, invigorating influence of its teaching. It will elevate the teacher's humble calling to its proper place in the ranks of the learned professions. Its mission is to supply skillful, trained, disciplined, *professional* teachers for the thousand schools of the State. We only need these to develop in our State a system of education that shall reflect immortal honor upon its founders.

The Normal School is under the supervision of a Board of Directors which consists of nine persons—the Governor, State Treasurer, State Superintendent of Public Instruction, and six other persons appointed by the Governor for a term of three years.

The appropriations to the school in 1866 were \$14,000, to finish the building, and for current expenses. From \$5,000 to \$6,000 were required in 1867.

The school has some thirty-eight thousand acres of valuable land, known as the "salt lands," lying principally in the Western part of the State, for an endowment. The interest of the principal arising from the sale of this land is to be used for the maintenance of the school from year to year. At present the land is not available in this way. Nor will it be advisable to sell it too soon. Being near the line of the Pacific railroad, and containing, as it is confidently believed, valuable mineral deposits, it may be made a source of no small revenue to the school, if a favorable time be chosen for its sale, and judicious contracts made. Until this sale is effected and the proceeds carefully invested, the support of the institution will be due to the annual appropriations made by the Legislature. That these will be in keeping with the requirements of the school, there is every reason to believe, judging from the past action of that honorable assembly, the growing popular sentiment in its favor, and the general fact that Normal Schools have been adjudged necessary to the highest efficiency of the free school system with which Kansas, in common with other States, is favored.

The Faculty of Instruction at present comprises a Principal, Associate Principal, and one lady teacher. L. B. Kellogg is Principal.

ADMISSION OF STUDENTS.

The terms of admission are given in the following extract from the Organic Act, Sec. 9 :—

That each representative district in this State shall be entitled to send one pupil each term of said school, said pupil to be recommended by the representative of the district to the Board of Directors; the person thus recommended shall be admitted free of tuition. *Provided*, the applicant shall be of good moral character and shall sustain a satisfactory examination, and sign a declaration of intention to follow the business of teaching common schools in this State, (as long as he or she shall remain in the school as a student.) *And provided further*, That pupils may be admitted without signing such declaration of intention, on such terms as the Board of Directors may prescribe.

Students are required to be, if males, seventeen, and if females, sixteen years of age. This rule may be suspended in favor of pupils who intend to complete the course of study before teaching, and manifest sufficient maturity of mind.

This rule has been suspended in a few instances, but never in such a way as to reduce the average age of the students below the maximum.

It was foreseen by the Board of Directors that, at the first, there would be many districts unrepresented. To meet this condition of affairs and enable the school to commence educating a fair number of teachers, it was decided that, for the present, "All students who pledge themselves to become teachers, will be admitted free of tuition: *Provided*, the whole number so admitted does not exceed the number of representative districts in the State; *And provided*, that a small entrance fee be required of each at the beginning of every term." Pupils admitted to the school are entitled to its privileges until they graduate, unless they forfeit this right by voluntary absence, by improper conduct, or by failing to exhibit evidences of scholarship and fair promise of success as teachers. The pledge above referred to is here given:—

TEACHER'S PLEDGE—I hereby declare that it is my intention to become a teacher in the schools of this State, and that my object in attending the Normal School is the better to prepare myself for this important work.

The construction put upon the pledge is this: that the student is to teach as long as he studies in the school; that is, if he enjoys the benefits of the school the full three years required to take all the studies, he must teach three years. After this, the teaching is voluntary. For shorter times, in the same way.

COURSE OF STUDY.

The Course of Study has been adjusted so as to include, as it is believed, all the studies to which teachers of our public schools most need to direct their attention. Arithmetic, algebra, geometry, trigonometry, astronomy and natural philosophy, reading, spelling, writing, grammar, rhetoric, composition and literature, geography and history, chemistry, physiology, botany, geology and zoology, singing and drawing, with *theory and art of teaching*, constitute the studies.

Six terms are occupied with the study of the science, method and history of education. The course takes a somewhat wide range, and includes: 1. The organization and classification of schools. Programme of daily exercises. The recitation. School government. Motives. The incentives which a teacher may allow to act upon himself or his pupils. The conscience—how it should be educated. 2. The order, in time, of the development of the mental faculties, and the exercises best adapted to encourage their growth. The special purpose of each faculty, and the means to train it. Laws of bodily health: Ventilation, posture, gymnastics. Formation of courses of study. Mental philosophy precedes and is made the basis of instruction in this part of the course. 3. History of systems and methods of education. Biographies of eminent teachers. 4. Primary instruction. Object teaching. Grading of schools. Drill exercises in teaching. Observation and practice in the Model School. 5. The Constitutions of the United States and of the State of Kansas. Duties of teachers as citizens. 6. The school laws of Kansas. School supervision and school man-

agement. School-house architecture. Practice in the Model School. General teaching exercises in the Normal School.

As the course is arranged, it will be necessary for students of average ability and industry to remain in the Normal School three years before graduation. The diploma of the institution is granted only to those students who complete the full course of study and training, and give evidence of fitness to teach. It is very desirable that students remain in the school until they graduate; but pupils are received for shorter times; none, however, for less than one term. Tuition is free.

Students are admitted only at the beginning of each term, unless there be special reason why the rule should be departed from.

A contingent fee of five dollars a year is required of each student, to meet incidental expenses.

The Model Department is established in order to give the Normal students an opportunity to witness the actual working of a school conducted in accordance with those principles which enlightened experience has shown to be best for the education of boys and girls, and also to give them practice in actual teaching under the supervision of the instructors of the Normal School. It is the design to make the school in every way a *model* for teachers.

The number of students in the Model School will be limited to thirty. They will be of two grades, viz.: students nearly old enough and not quite sufficiently advanced to enter the Normal School; and, second, boys and girls of from ten to thirteen years of age, who have had fair opportunities for education. Students will be received from all parts of the State. Obligation to teach is not made a condition of admittance. Tuition at the rate of \$6.00 a term will be charged. This school will be under the direct supervision of the Principal.

Thus far board has been obtained in private families at about \$4.00 per week, exclusive of lights, fuel and washing; or in clubs, or self-management, at lower rates.

One of the serious hindrances to the progress of the school has been found in the high prices paid by the students for board, to which should be added the difficulty of obtaining board at any price. To supply students with the privileges of a home at reduced cost, a joint stock company, known as the Normal School Boarding House Association, has been incorporated, whose purpose is the construction of a commodious edifice to be used by Normal students as a boarding-house. Stock to the amount of some eight thousand dollars has been taken, and the building commenced. The result of having such a house can not be otherwise than beneficial to the school. The credit of originating this enterprise, and prosecuting it thus far, is due, in great measure, to the Rev. G. C. Morse, the authorized agent of the Association.

The number of students the last year was 130. Whole number, 250.

Number of graduates 2. Number in Model School, 27.

Nearly all the text-books used by the pupils are supplied by the State.

Any pupil who has contracted vicious habits, or who does not cheerfully comply with the requirements of the school, will not be allowed to remain in it as a member.

Connected with the school there is a well-conducted Literary Society, which gives opportunity for social and refined culture.

A Bible Class, conducted by a member of the Faculty, is sustained by the students.

Physical exercises are taken daily.

Students who wish, have opportunity to take music lessons.

MAINE STATE NORMAL SCHOOLS.

HISTORICAL DEVELOPMENT.

THE Legislature of Maine, by an act passed July 27th, 1846, constituted a Board of Education composed of twelve members.

This Board, at its first meeting in December, 1846, appointed its Secretary, and also a committee on the qualification and education of teachers. The Board and its Secretary in their first report recommend the adoption of measures which should help to secure better qualified teachers. The committee of the Board appointed to examine the subject advised that the State be enlightened by public addresses and lectures, and say that "when these measures have done their work upon the public mind, it may be hoped the time will have arrived when a State institution for the qualification of teachers may be established and amply endowed. The Secretary of the Board, W. G. Crosby, in his report for 1849, asked for an appropriation from the income of the permanent school fund for the support of Normal Schools.

In 1854, a law was passed, providing for the appointment of a Superintendent of Common Schools. This officer, Hon. C. A. Lord, in his first report, dated December, 1854, advised the establishment of Normal Schools as the only permanent remedy for incompetent teachers. His successors, Hon. Mark H. Dunnell in 1855, 1857, 1858 and 1859, and Hon. J. P. Craig in 1856, in their annual reports presented urgent reasons for the organization of a Normal School for the State. Mr. Dunnell in one of his reports gave a history of Normal Schools in other States and countries, and pointed out their influence upon public schools, and the satisfactory results which had already been obtained. Teachers' Institutes had been held for several years, but though accomplishing much in the improvement of teachers, "they had proved inadequate to meet the demand for higher qualifications and that thorough preparation deemed essential to the prosperity of Common Schools."

To meet this increasing demand, the Committee on Education, in 1860, reported a bill providing for the education of teachers in eighteen different academies. This bill was passed by the Legislature, and eighteen hundred dollars appropriated at once, and thirty-six hundred dollars, annually thereafter, to carry out the provisions of the act.

Sixteen academies accepted the provisions of the bill, and provided for distinctive Normal instruction. Five hundred and sixty-six young

ladies and gentlemen received the advantages of this normal arrangement in the Autumn of 1860, two hundred and sixty-four in the Spring, and five hundred and eighty-five in the Autumn of 1861. This plan of educating teachers was not thought successful, and in 1861, the Superintendent of Common Schools, Hon. E. P. Weston, recommended to the Legislature the repeal of the law, and the establishment of Normal Schools. The system was accordingly abolished in 1862, and an act passed to carry out the recommendation of the Superintendent.

The act provided for two Normal Schools, one in the Eastern and one in the Western part of the State. These schools were "to be thoroughly devoted to the work of training teachers for their professional labors," "including the best methods of government and instruction."

Three Commissioners were appointed by the Governor to locate the proposed schools. Propositions were received from the Trustees of Academies, and from citizens, offering to furnish the necessary accommodations. The Commissioners, after visiting the localities from which these propositions were received, and comparing their specific advantages, decided to locate the Western Normal School at Farmington, and the second or Eastern Normal School at Castine.

The advantages expected to be derived from Normal instruction are thus set forth by the Superintendent, Rev. Edward Ballard:—

The opinion has been but too prevalent, that a High School or Academy can qualify teachers as well for their work as the institutions specially established for this purpose. But it is to the credit of the Normal methods, that in some of our higher literary institutions, classes have been formed with distinct reference to this plan. It is also to the credit of the intelligent perception of their value, that these methods are thus made a part of the instruction. Doubtless too in the ordinary use of High and Academic instruction, and with a Normal class added to the whole order, very large substantial benefits have been received for educational use. But it must be a fallacious supposition to consider, that the discipline in either of these cases can be equal to the regular, systematic and thorough drill of the full proposed Normal course.

It would be more than well if all the pupils admitted to our Normal Schools could have the preparation acquired in our best High Schools; so that here there would be only the unfolding and application of the Normal principle, and a shorter stay required under this tuition. But as we can not exact this condition for entrance, until the schools in the State are raised to a much higher grade than at present, the Normal School must teach, first the lessons to be taught, in the way of a thorough review, and then teach how they are to be taught; or, in other words, knowledge and the methods of imparting it.

The usual length of the course in our country is two years. The second is the one most profitable for the future teacher. As there still seems to be a want of information in some parts of the State on the design of these institutions, it may be proper to place on these pages some of the purposes to be reached, in coming to the great object proposed.

1. The increase of the pupil's power to teach, in whatever branch of common school study he is hereafter to be employed. The training is designed to make him thorough in the knowledge of his department. It is not merely to acquire information that he is enrolled as a student; but he is expected, under the discipline, to master the separate subjects, so as to be able without confusion of thought or perplexity of manner, to transmit to others what he knows and as he knows it. Hence great care is taken that in description, direction or explanation, right words shall be used, and none superfluous, to convey the exact idea.

2. To place education in the teacher's mind, on a scientific basis. No subject can be well taught without the adoption of certain principles, that will be the

same to direct, whenever the same subject comes up again. These principles will mark out the line of his procedure. He will know what to do and why he does it. Rules will grow up spontaneously for his own use; and in their influence, will enter the minds of his future pupils, even without the written formula.

3. Hence, too, will come *methods* of teaching, which are derived from the wisdom and experience of the best teachers, here brought together, to save the labor of learning through years of toil by the like experience. One of the great excellences of the Normal School is this collection of practical wisdom. These methods will be adapted to the various ages of the scholars in the Primary, and so upward, through the Intermediate and Grammar to the High Schools.

4. And as the result of these combined influences, the adaptation of mind and manner to the actual work of the school-room. The common modes of teaching in our schools and academies have had reference mainly to the acquisition of facts, principles and rules; the study of lessons, their recitations, and where teachers have been prepared for the purpose, the illustration of the lesson by pertinent explanations. When the pupils have gone out as teachers, they carry the methods taught. In too many instances they have perpetuated the insufficient habits of several generations. It is chiefly because the improved modes, proceeding from the Normal Schools of New England, have largely entered into the instruction, that better methods have been partially introduced. How much better will it be, when the skill of every teacher, in the application of his knowledge to practice, shall have been attained by a course of study and discipline specially suited to the right accomplishment of his work. With some Normal Schools a Model School is connected, taken from the neighborhood of its location, where the Normal pupils become teachers, under the guidance of their instructors. In others the like benefit is gained in a different way; where the pupils in rotation take the position of the teacher of their own class.

STATE NORMAL SCHOOL AT FARMINGTON.

The buildings prepared for the Normal School at Farmington consist of a substantial brick edifice, sixty feet long, forty feet wide, and two stories high, with a tower, and the original academy building, which now forms a rear extension. There are accommodations for three hundred students, furnishing suitable assembly-rooms, class-rooms and halls. George M. Gage is Principal.

This school was opened on the 24th of August, 1864, in a hall prepared for its temporary accommodation. There were thirty students present at the beginning of the school; this number was increased to fifty-nine, before the close of the term.

CONDITIONS OF ADMISSION.

The "students are required to be at least sixteen years old, if females; and seventeen, if males."

All applicants must pledge themselves to render service to the State by teaching one year at least, if opportunity offers; and for two years after graduating, in case they complete the full term of study.

All candidates for admission must be prepared to sustain a creditable examination in reading, writing, arithmetic, grammar, geography and history of the United States, and must produce satisfactory evidence of good moral character.

The course of study is prescribed for two years, as follows:

First Year.—Spelling, oral, phonetic and written. Reading, with careful training in the analysis of sounds, enunciation and expression. Arithmetic, mental and written, analytic and formulary. Geography, physical and political,

with map drawing and use of the globes. History, American and foreign, so far as is consistent with other studies. English Grammar, including the analysis and composition of the language. Natural philosophy and physiology. The Constitution of Maine, the school laws, and good manners.

Second Year.—Algebra, book-keeping, English literature, chemistry, astronomy, geometry, rhetoric, intellectual and moral philosophy, the theory and art of teaching, and the Constitution of the United States. The Latin and French languages are allowed as optional studies, if students have already made the requisite previous attainments. Students in the first year, as well as those in the second, will receive constant instruction in methods of teaching and school government; and those in the second year will spend more or less time in reviewing the elementary branches of the first year, as circumstances may require.

GENERAL EXERCISES in gymnastics, singing, public speaking and composition, will receive their appropriate attention. The reporting and analysis of lectures delivered to the classes, and the preparation of criticisms, will occupy a portion of the student's time. A voluntary, literary association, with its usual variety of exercises,—a kind of Normal Lyceum,—is already in successful operation.

Every pupil who shall complete the course of study with satisfaction to the faculty and examiners, and who shall exhibit skill in imparting instruction and fair promise of success in school management, will receive a Diploma, certifying his attainments, and signed by the Principal, Superintendent, and Governor of the State; and it is expected that such Diploma will be made a State certificate, exempting the holder for a term of years from the necessity of examination by town committees.

The object of the Normal or training school is to prepare teachers for their very important work; to give them the aid of skillful instructors, in acquiring a careful knowledge of the branches to be taught, and of the best methods of imparting that knowledge to others; to give them opportunities within their own classes, or in experimental schools, to practice the art under the eye of teachers, who will constantly point out their failures and suggest the means of overcoming difficulties.

In the Normal School the whole intent of the instruction is to give and receive correct ideas, fresh impulses and new enthusiasm upon all subjects of school management, including instruction and discipline. With such an aim it would be strange, indeed, if no more were gained toward the professional qualification of its students, than in an institution whose objects are miscellaneous, and whose efforts must consequently be divided.

RESULTS.

The school has been prosperous and its results gratifying. The number of pupils connected with the school during the Winter of 1866-67 was seventy-five; in the Spring term of 1867, one hundred and thirty-nine; in the Autumn term of the same year, one hundred and seventeen. At the close of the Spring term, thirty-two graduated.

STATE NORMAL SCHOOL AT CASTINE.

This Normal School was opened the first of September, 1867, in a building well constructed and arranged for the purposes of the school. G. T. Fletcher was appointed Principal. The school is under the same general supervision as the one at Farmington.

The conditions of admission for students, and the course of studies, are also the same as in that school. Thirteen students were registered the first term; this number was increased the second term, commencing in December, 1867, to twenty-five.

As the design of the school and its advantages to teachers become known in the Eastern part of the State, it is believed that its numbers will be largely increased.

MARYLAND STATE NORMAL SCHOOL

AT BALTIMORE

HISTORY.

THE State Normal School of Maryland was established by the Board of Education in pursuance of the following provisions of the School Code of 1865:—

There shall be located in the city of Baltimore, until the Board of Education shall otherwise direct, a State Normal School for the instruction and practice of teachers of public schools in the science of education, and the art of teaching and the mode of governing schools.

The sessions of the State Normal School shall be held in such suitable building as may be provided by the Mayor and City Council of Baltimore, or they declining to do so, in such building as the State Superintendent may select, the rent being charged among the incidental expenses.

The annual sum of \$8,000 is hereby appropriated for the support of the State Normal School, and beside, \$2,000 for equipment, and the cost of text-books, stationery, fuel, and other incidental expenses.

The State Superintendent shall prescribe the course of study, and make provision for model, primary and grammar schools, under permanent and highly qualified teachers, in which model schools, the Normal pupils shall have opportunity to practice the modes of instruction and discipline inculcated in the Normal School. The salaries of the teachers of the model school are to be borne in part, at least, by the tuition of the pupils of such model school.

In the Summer of 1865, Prof. M. A. Newell, at the time at the head of one of the best schools of Baltimore, was elected Principal, and before drawing up a plan for the Normal School, visited the principal institutions of this class in other States, and submitted a valuable report on the history and organization of these schools, their methods of instruction, &c., which is published in the *First Report of the State Superintendent* (Rev. L. Van Bokkelen, LL. D.,) Dec. 30, 1865.

The school was opened on the 15th of January, 1866, in a rented hall in Baltimore, the Mayor and City Council having failed to provide the suitable building contemplated by the act of 1865. There were present eleven students and one teacher. Prof. Newell, in a letter written February, 1866, remarks: "The first term opened with eleven students and closed with forty-eight; the second term commenced with forty-eight and closed with seventy-one; the third term opened with seventy, and closed with ninety-three; the fourth term opened with seventy and closed with ninety-four; and now (fifth term) there are one hundred and ten pupils in daily attendance, with four permanent teachers, and three who are employed portions of each day in giving instruction in music, drawing, and calisthenics. We have graduated fifty-six teachers, who are now teaching in the public schools of the State." In his report to the Superintendent in December, 1867, he adds:—

Two years ago this Normal School was started as an experiment. To-day it

is an accomplished fact. Without the patronage of any sect, or the encouragement of any party, it has won its way to popular favor. No similar institution in the country has achieved a similar success as permanent as it has been rapid. It remains for the Legislature to determine whether by a liberal and judicious support of the Normal School, they will provide Maryland teachers for Maryland schools; or whether they will make it necessary for young persons to go to other States for the requisite professional instruction. Normal School teaching the people will have: the only question is, Shall it be obtained within the State or outside of it? In the Spring of 1866 there were more Maryland students in the Normal Schools of Pennsylvania and New Jersey than in our own Normal School. The case is altered now; and I hope the time will never come when Maryland shall be compelled to send to other States for a supply of teachers, or to send her youth beyond her own limits for professional instruction, or (what is still more to be deprecated) to employ inexperienced and unskilful teachers.

PRESENT ORGANIZATION.

The State Normal School is open to students who may be found on examination qualified, and will sign a written pledge to teach in the public schools, from any part of the State—each county and the city of Baltimore being first entitled to seats according to the number of their representatives respectively, in the Legislature.

COURSE OF INSTRUCTION.

The subjects embraced in the more strictly professional part of the course are the History of Public Schools and Popular Education; the Philosophy of Mind, so far as it furnishes the foundation of Educational Theories; Education, as a Positive Science; Teaching, as an Art; Methods of Instruction, Classification and Government; the School Law of Maryland in its relation to Citizens, Teachers, and School Officers; the Duties and Qualifications of Public School Teachers.

The Course of Instruction is in theory strictly professional, but in practice it has been found necessary to give the term "professional" a liberal construction. It is believed, however, that before long it will be practicable, if not to dispense with academic instruction, at least to draw a well defined line between those who are studying Geography, grammar, &c., and those who are studying the art and science of teaching.

The graduates are of two grades; teachers of primary schools, and teachers of grammar schools. It is proposed to add as soon as circumstances warrant, a third grade; teachers of high schools.

MODEL SCHOOL.

In September, 1866, a Model School was established in connection with the Normal School, and as an integral part of it. The Model School contains an average of seventy-five pupils, who are taught by two permanent teachers, assisted by members of the graduating class detailed from time to time for that purpose. It is made a condition of graduation that the candidate shall have taught with acceptance one term either in the Model School or some other school of the State. The expenses of the Model School are paid in part by the fees of the scholars.

INDIANA STATE NORMAL SCHOOL,

AT TERRE HAUTE

HISTORY.

AN Act approved December 26, 1865, provides for the establishment of a State Normal School, through a Board of Trustees consisting of four members, under the following conditions:—

The Board are required to open books to receive proposals for donations of grounds and buildings, or funds for the same. They were required further to locate the school at that place which should make the largest donation, provided, (1,) that said donation should not be less in cash value than fifty thousand dollars; and provided, (2,) that said place should possess reasonable facilities for the success of the school.

The opportunity for proposals being given as required, the city of Terre Haute, in its corporate capacity, proposed a donation in currency of fifty thousand dollars, (\$50,000,) and has in good faith given her obligation for the same. Added to this, the Trustees of the Public Schools of Terre Haute donated two and three-fifths acres of ground lying within the corporate limits of the city, estimated to be worth twenty-five thousand dollars, (\$25,000.) The title to this lot has been properly transferred to the Normal School corporation. No other places made proposals, hence the location was declared to Terre Haute. As soon after the location as possible, the Board proceeded to estimate the supposed wants of the school, and to prepare a plan of building in conformity to these wants. This plan contemplates provisions for a Model Primary Training School, a Model High School, and Normal School proper.

The Model Primary Training School is a school of young pupils from the city of Terre Haute. In this school, the advanced pupils of the Normal School are to teach under the eye of the Principal, or of one of the Professors of the Normal School; and thus be *trained* in teaching, in the organization, and in the management of schools. Thus this department becomes as its name indicates, a "training school."

The High School is not intended for a training school, but simply a "model school," in which the pupils of the Normal School are to be shown model methods of teaching. By means of these methods, it is believed the Normal pupil will, in a great degree, be able to correct his erroneous theories, and confirm his correct ones.

The pupils of this school will come from the city of Terre Haute; the teachers will also be paid by the city, and be elected by the Trustees of

the city schools, subject to approval by the Normal School Board. All current expenses of this school are to be paid by the city of Terre Haute. This school is to cost the Normal School Board nothing, save the expense of providing rooms sufficient for its use.

The Normal School proper is, as is generally understood, a school in which pupils are taught, so nearly as may be, the philosophy and methods of education. Incidental to this, they will be taught the subject matter of the sciences, or branches of learning under consideration.

PLAN OF BUILDING.

Such being substantially the proposed organization of the school, a plan of building has been adopted, conforming as nearly as practicable, to such proposed organization; and in its interior arrangement it is intended to be second to no educational structure of the kind in America.

As an institution designed to educate teachers for our common schools, it is intended to be complete in its character.

One important feature of the plan is the facility which it affords the Normal School or teacher-pupil to combine acquired theory with practice. One entire story of the building is designed to accommodate the *Model* and *Training* Departments, which are in their organization separate and distinct branches of the school, and each designed to accomplish a specific purpose in the course of training to teachership.

ARRANGEMENT OF ROOMS, STYLE, ETC.

The arrangement of the first floor consists, first, of a large session room 60×70, four recitation rooms 21×22½, and two reference libraries 13×13, for the Model High School; second, of one room, 22½×30, and another 22½×40 for the Model Intermediate School; third, of one room 22½×30, and one room 22½×40 for the Model Primary School, each of these three classes being provided with dress rooms. The first story has, besides, a reception room 17×20, and a teachers' dressing-room of the same size. All the rooms are entered from spacious halls ten and fifteen feet wide, and the three classes are so arranged as to have separate ingress and egress for the pupils. The Model Intermediate and Model Primary Schools are to be *training* schools. (The High School is *not* a *training* school.) The second story, entirely devoted to the Normal School proper, has a session room 60×70, and eight recitation rooms, varying in size from 21×22½ to 22½×40, grouped on either side of the session room. Two reference libraries 13×13, and two dress rooms 11×25, a faculty room 17½×20, and a reception room 17½×20, complete this story.

The third story contains two Society Halls, 22½×34; one Music Hall, 22½×30; a Library, 22½×30; a general Museum, composed of three rooms, one of 20×50½, and the other two 22½×40, and a large Lecture Room, 70×85, which, through double doors, may be set open with the Museum rooms, and secure an arrangement for lecturing second to none in this country; two dressing-rooms and two store-rooms complete the third story.

The Normal School department, besides the rooms in the second and third stories, has a laboratory and recitation room on chemistry, and a gymnasium in the basement story.

The heating and ventilating of all the rooms in the entire building is aimed to be as complete and efficient as may be desired. Provision is made to set in operation as many as eight heating and ventilating apparatuses, which will all be located in the basement story, together with ample store-rooms for fuel, to which the coal will be distributed by small cars on rail.

The basement contains further, the lodging of a janitor, and two spacious rooms 22½×40, to be provided with double sets of water-closets of the most

approved plan, together with artificial ventilation, and pure water supplied by a gas engine.

The ingress and egress of the school is such as the law indicates now in some States for public buildings in which large numbers of persons may assemble. Thus the first floor is provided with three large entries, while the basement has five, all accessible from the stories above. But the several entry doors answer at the same time for the perfect working of the several classes, and the large number of pupils the building will accommodate. Four flights of spacious stairways are in immediate proximity to these doorways, and by means of halls communicate to all parts of the building.

The height of the basement is ten feet in the clear; the first and second stories sixteen feet each, and the third story fourteen feet on the wings and twenty feet in the central part, containing the museum-room and the lecture-room.

The appearance of the Normal School will be one of substantial design, as its construction is aimed to be. The style may be called Gothic; as far as the pointed windows and doorways and the equilateral mediæval gables indicate, while other details and the outline of the roof would designate it to pertain to the epoch of Renaissance. But the whole design has its own peculiar style, and such a one as the plan or the internal arrangement called for—this plan being the correct requirement of what was considered the best arrangement for the Normal School. This was a form and an outline different from any building of the kind originated—broad, deep and high. To a front of one hundred and ninety feet there is a depth of one hundred and fifteen feet, while the several high stories give it such altitude as to tower far above any building in this city. The main entry, surmounted with a wheel window, lighting the second story hall, a triple window in the third story, and a gable in the roof present a height of ninety feet above the ground line. The flank entrances, North and South, and the East elevation, are surmounted with similar gables, but smaller in size than the main front gable; the whole displaying that unity in design that beautifies construction.

But what gives the appearance of the structure the most lively air, and which takes considerably from the ponderous form inevitably incident to the peculiar internal arrangement of the school, are two light, elegant towers in the front, built or growing with the structure to a height of one hundred and thirty-two feet, and the effect is completed by the transformation of the shafts at the corners of the building into ventilating minarets, and the ornamet of three crests on the roof, which form unsuspected powerful ventilating ejectors into which all the ventilating ducts discharge.

CONSTRUCTION.

Beginning with the foundation, the strength of the house is made adequate to its height and proportion.

The material is hard-burned brick, laid in cement mortar, eight feet in height from the footings. A base course to all the exterior walls, nine inches thick by two feet six inches in height, of hard limestone, protects the wall at the frost line. The cement foundation of the inside walls is generally three feet nine inches in height; and the width of the foundation at the base varies from four to five feet. A few foundation walls are less, and others more, in points bearing gables and towers.

The thinnest basement walls are nine inches, and the heaviest two feet ten inches. The exterior walls are generally two feet two inches.

The first story walls are from seventeen to twenty-one inches thick, the towers two feet two inches. The inside walls in this story are generally thirteen and seventeen inches in thickness.

The second story exterior walls are generally seventeen inches, a few parts being twenty-one inches in thickness.

The inside walls are the same in thickness as in the first story.

The third story walls vary from twelve to seventeen inches in thickness up to the wall plates.

The exterior of the building is to be faced with hard-pressed smooth brick of uniform red color, laid with flat tucked joints and Boston Bond.

The stone work is of hard limestone to the basement and first story door sills, and of Elliottsville limestone to all the other parts. The whole of substantial dimensions and bold design.

The joists of the basement and first floor are of white oak; all others of poplar. The roof is entirely of poplar, except the main post of the large trusses over the lecture-room, which is of oak. The floors are all of oak, except the third story, which is of poplar.

The wainscoting, doors and windows are of poplar. The stairs are to be of hard wood, and the steps will be covered with perforated sheet iron.

The roof is to be slated, the cornice to be of galvanized iron, and the gutters generally of copper and improved combination.

HEATING AND VENTILATING.

The importance and difficulty of comfortably heating and properly ventilating a school building of such large proportions, has not been overlooked or neglected by the Board of Trustees.

When planning the building, natural ventilation was first considered, and as a preliminary step, a height of ceiling established of sixteen feet for the first and second stories, and fourteen and twenty for the third story, the higher ceiling, in the latter, being in the lecture-room. By reference to the plans it will be seen that the building is traversed in its whole length North and South by a hall or passage ten feet in width, in the basement, first and second stories, and partly in the third story. The front hall, vestibules and staircases are in open connection with this main passage in the several stories; the arrangement giving access to the inside of the building, of air from all sides, without its passing directly through the outside windows into the school-rooms.

The front, flank and rear doors, eight in number, admit air into the halls and staircases, regulated by dumb balanced fly-doors, and by the ventilators in the ceiling of the third story hall; this causes a removal of the air of this large reservoir from which the school-rooms draw their supply through transoms 3x3; over all doors and pivot sash windows located eight feet from the floor, all of which is accelerated by upright air ducts ejecting their contents by the ventilating crests of the roof at one hundred feet from the ground line of the building.

To illustrate the artificial heating and ventilation in this building, it will be sufficient to take as a sample the large session room on the second floor. From two furnaces located in the basement, six hot air ducts built in the walls, with an aggregate section of six hundred and sixty square inches, and carried up to the ceiling of the second story, or a vertical height of forty feet from the heating surface, discharge, through six branches six inches in diameter each, and together through thirty-six registers eight by twelve inches, located and distributed uniformly over the ceiling, the fresh, warm air. This warm air is brought downward by means of six upright ventilating ducts, of an aggregate section of about one thousand inches, opening with six branches, each six inches in diameter, provided with registers located in the floor between joists and carried up to a height of one hundred feet from the furnaces to ejectors.

Good results are expected of this arrangement of heating and ventilating.

The contractors for brick work (Mr. Thomas Miles of Laporte and Mr. J. B. Hedden of Terre Haute,) are rapidly pushing forward the work to completion, and in the best possible style of workmanship.

As a whole, the structure will be worthy the State of Indiana, and will show how important she considers the instruction and education of her people. The estimated cost of the structure is one hundred and fifty thousand dollars. Contracts actually awarded to the amount of ninety thousand dollars, present little differences with the estimates. The building will be completed in about fifteen months.

SOUTH CAROLINA STATE NORMAL SCHOOL,

AT CHARLESTON.

THE State Normal School of South Carolina was established in connection with a Public High School for Girls in the city of Charleston, by act of the Legislature, passed Dec., 1857. The cost of the buildings and furniture was \$30,700, of which \$18,755 was paid by the State, and \$11,945 was contributed by individuals, principally of Charleston.

The school was opened, May, 1859, with fifty-one pupils, and continued in successful operation except as it was affected by the War, until August, 1864. During its continuance the school was very popular, both with the people and with teachers. For five years it received an annual appropriation of five thousand dollars from the Legislature; when this appropriation was exhausted, in 1864, the condition of the country was such that it was not renewed, and the school was suspended for lack of means of support. The whole number of students connected with this Normal School during the five years of its operations was 481. The largest number in attendance at one time was 191.

The following were the requisitions for admission :

1. Applicants must be at least fifteen years of age, of unquestionable moral character, and in sound bodily health.

2. They must sustain a good examination in the following subjects, viz. :

Orthography.—Oral and written. *Reading.*—With facility, either Prose or Poetry. *Geography.*—Geographical Definitions, with Modern Geography. *Grammar.*—Definitions and Rules of Syntax, with ability to parse plain English sentences. *Arithmetic.*—Numeration, Simple and Compound Numbers, Reduction, Common and Decimal Fractions, Simple and Compound Proportion, and Computation of Interest. *History.*—Of United States, with some knowledge of General History. A legible handwriting will be required, with some practice in English Composition.

3. They must desire to qualify themselves for teaching in this State.

4. Each applicant shall present on the first day of the term, a certificate, signed by a majority of the delegation from the district in which she resides.

Applicants for admission to the High School Department will be excused from Provisions 3 and 4, and from examination in Simple and Compound Proportion, and Computation of Interest. In all other respects the requirements for admission to both departments are similar.

Should candidates from the different Congressional districts, out of the city of Charleston, be found incompetent to enter the Normal Department at once, they will be placed in the High School Department, provided they are qualified therefor, and comply with Provisions 3 and 4, above named.

The course extended through three years, and embraced the branches of a thorough English education, including French, Drawing, Music, the Theory and Practice of Teaching, Lectures on Education and the Details of School Management.

Measures are in progress to reopen the institution both as a High School for the city and a Normal School for the State.



II. GIRLS' HIGH AND NORMAL SCHOOL, AT CHARLESTON, S. CAROLINA.

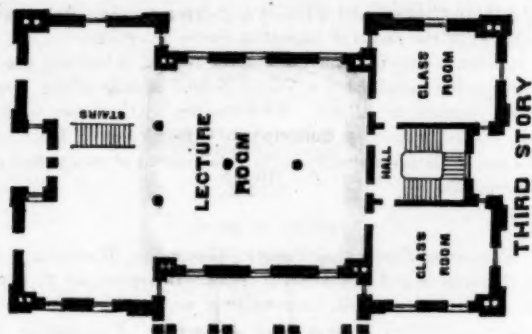
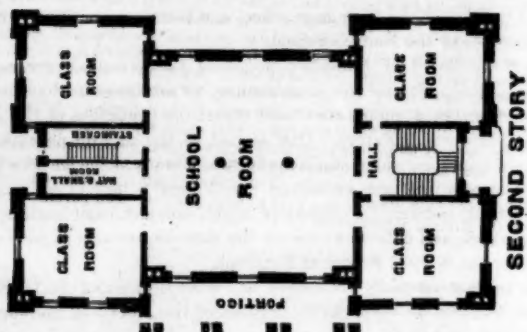
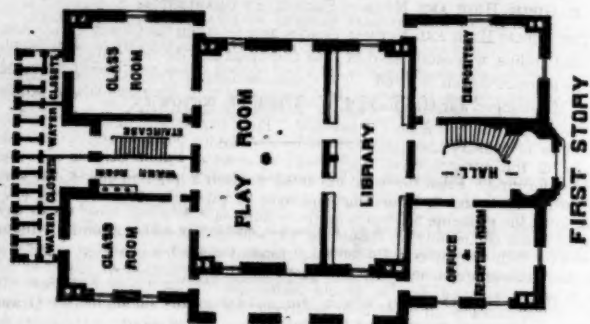
THE PUBLIC HIGH AND NORMAL SCHOOL FOR GIRLS in the City of Charleston, South Carolina, was established in 1858 and opened in the new building erected for its accommodation in 1860. The Commissioners of Free Schools, of which C. S. Memminger was chairman, thus set forth the purpose of this institution.

The purpose of this School is two-fold. "First, it proposes to add to the advantages of primary instruction given by the various Public Schools of lower grade, all the advantages of higher education which are offered by the best schools for girls. From the great advantages which a large public school, with ample resources, can always command over private schools, it is safe to say that in all the elements necessary to insure success, this school must be without a rival in our community, in furnishing that education which cultivated parents desire for their daughters. Its second purpose is the education of young ladies for the profession of teachers. It is proposed to form into a special class all those whose purpose it is to devote themselves to this honorable work, and whose qualifications admit of their receiving the proper course of instruction, and to devote as much time and labor to such exercises as will be of value to them in their future duties. These exercises will be such as would be of high value to any pupils sufficiently advanced to engage in them—to those who propose to teach they are indispensable. The power of teaching well comes not by intuition; the best kind of education would probably give it to most men, but most of even the well-educated men and women are without it, though to no person of average ability is its acquisition impossible. It comes, however, only as other arts come; by special training, by well-directed efforts, and by patient labor. By no means a secondary purpose in importance is that of furnishing to our city and State a corps of well-educated and intelligent young ladies, who will train, in their turn, the minds and hearts of the thousands who will be committed to their charge. The School is supplied with teachers of tried ability and large reputation, in all its departments. The several congressional districts of the State have a right to send fifteen pupils each to this school, to enter the Normal department.

I. BUILDING AND FURNITURE.

The building erected for the accomodation of this school, of which we furnish illustrations, has one School Room on the second floor 40 by 40 feet, with four class-rooms, each 18 by 23 feet; and a large Lecture Room on the third floor 40 by 63 feet, with two class-rooms, each 18 by 28 feet; and a Play Room 25 by 40 feet and Library on the first floor, and a room for the Commissioners on the Dome floor.





VERMONT STATE NORMAL SCHOOLS.

THE Board of Education of Vermont in their report to the Legislature in 1866, stated that a favorable opportunity was presented to establish a Normal school, the Trustees of Randolph Academy having offered the use of their school property for a term of years for such a purpose. The Legislature accepted the proposition, and passed an act which was approved November 16th, 1866, by which the academy known as the "Orange County Grammar School," at Randolph, was constituted and established a "Normal School for the State of Vermont," for the term of five years, and the trustees of the Grammar school and their successors were constituted trustees of the Normal School.

The State Board of Education nominate the principal, arrange the courses of study, control the examinations for admission and graduation, grant certificates of qualification, and report the conditions of the school annually, to the Legislature. One section of the act also provided that the Board might consider similar proposals from other academies in the State, and establish not exceeding one Normal School in each congressional district, and arrange courses of study, conduct examinations, nominate teachers, and generally exercise the same supervision as provided in the act for the Normal School at Randolph.

The trustees of such academies as were designated State Normal Schools, were to be respectively trustees of these schools, and have the same powers and rights as the trustees of the Normal School established by this act, provided that either or all of said Normal Schools should be established and maintained without any expense to the State excepting the payment of the Board of Education for their services.

In accordance with the provisions of the Normal School act, the Board of Education have established a Normal School in each of the three congressional districts, as follows: First District, at Castleton, in Rutland county; Second District, at Randolph, in Orange county; Third District, at Johnson, in Lamville county, with two courses of study, and the following regulations.

COURSE OF STUDY.

1st, Elementary Course. Arithmetic, Geography, History and Constitution of Vermont and the United States. Interpretation of sentences, including parsing, analysis, paraphrasing, and the definition of words; Book-keeping through single entry, and Reading. Examination to be in writing in all except reading.

2d, Advanced Course. Candidates having passed a satisfactory examination in the first course, must be examined in Book-keeping by double

entry, Algebra, Physical Geography, Physiology, Botany, Natural Philosophy, Analysis of one book of Cowper or Thompson, Exposition of Milton's Paradise Lost or Bacon's Essays, and in some two of the following: Geometry, Astronomy, Chemistry, Geology, Surveying, Zoology, Evidences of Christianity, Rhetoric, Intellectual and Moral Philosophy.

REGULATIONS.

Classes exhibiting the qualifications required to pass an examination for admission, may be admitted at the beginning of each spring and fall term. Individuals may be admitted at any time, upon evincing qualifications corresponding to the attainments of existing classes. Examinations of such as have completed the courses of study shall be held at the close of each spring and fall term. Candidates for graduation must be examined through the entire course in which they wish to graduate.

The certificates of graduation must be signed by the president of the Board of Trustees, the principal of the school, and by the secretary and visiting member of the Board of Education.

Pupils will not be permitted to study branches in the higher course until at least six of the subjects of the first course have been completed to the satisfaction of the teachers of the school; nor then to the neglect of the subjects not so completed. No studies not laid down in the two courses of study, shall be pursued in the Normal Schools.

STATE NORMAL SCHOOL AT RANDOLPH.

This Normal School, which is the first organized under the Statute, was formally opened on the 26th day of February, 1867. The building is well situated in a quiet community; is nearly new and well adapted to the purposes for which it is now used. The former principal of the Grammar school, Mr. Edward Conant, was appointed principal of the Normal School. The number of candidates examined for admission in the spring term of 1867, was thirty-seven, of whom thirty-two were admitted. The whole number of pupils in the summer term was one hundred, and the whole number during the year, one hundred and twenty-five. Six passed the examination for graduation.

STATE NORMAL SCHOOL AT JOHNSON.

The Normal School at Johnson was opened in 1867. The building is new and spacious, having been erected with reference to the health, convenience and comfort of those who may occupy it; the apparatus is in good condition, and well adapted to the wants of the institution; and an excellent library of valuable standard works is provided. Mr. S. H. Pearl was appointed principal of this school. Forty-three students were admitted the first or spring term, six during the summer term, and twenty-four in the autumn term; whole number connected with the school the first three terms, according to the report of the principal, eighty-seven. A class of five young ladies graduated at the close of the spring term.

NEBRASKA STATE NORMAL SCHOOL

AT PERU, NEMEHA COUNTY.

HISTORICAL DEVELOPMENT

The friends of education in this State had for some years felt the need of an institution for the training of teachers, but no feasible plan was presented till 1867, when the trustees of the Seminary at Peru, Nemeha County, offered the Seminary building to the State for Normal School purposes. The liberal offer was accepted by the State, and the Legislature, by an act passed June, 1867, established the Normal School and located it at Peru. The School is placed under the supervision of a Board of Education which consists of the Superintendent of Public Instruction, the State Treasurer, and five other persons appointed by the Governor.

The site for the Normal School includes sixty acres of land on high rolling ground, in view of the Missouri River for sixteen miles. The building is of brick, eighty feet long, forty feet wide, and three stories high. Though not completely finished and arranged for the use of the School, it was in such a state of progress as to be occupied at the commencement of the term. The estimated value of the site and the building complete is \$25,000. The Legislature at its last session appropriated three thousand dollars to aid in fitting up the building, and also twenty sections of land for an endowment fund.

Prof. J. M. McKensie was elected Principal. Two assistants were also appointed, and the School was opened Oct. 24th, 1867.

TERMS OF ADMISSION.

The Board of Education apportion two pupils from each State Senatorial District, who are permitted to attend the Normal School at half tuition, upon presenting to the Principal a certificate of their appointment by the Senator in the proper District, and conforming to the requirements of admission.

Students desiring to enter the Normal Department are required—

1st. To be, if males, not less than 17, if females, not less than 16 years of age.

2d. To give satisfactory evidence of good moral character.

3d. To sign a declaration of their intention to devote themselves to school teaching in this State, in form as follows: "I hereby declare my intention to become a teacher in the schools in this State, and agree that for three years after leaving the Normal School, I will report in writing to the Principal of said School, in June and December of each year, where I have been and how employed."

4th. To pass a satisfactory examination before the Principal, in arithmetic, through common fractions; geography, through United States and general questions; English grammar, to syntax; reading, writing and spelling.

The Institution will be open to all persons wishing to attend who will conform to the regulations adopted by the Board of Education.

Tuition in the Normal Department, \$8.00, in the Model School, \$6.00, and in the Seminary, \$8.00 per term; Latin, extra, 2.00; Music on melodeon, \$10.00; Ornamental branches at usual rates.

Room rent to those living in the building, \$4.00 per scholar per term; board, \$3.00 per week; books and stationery can be had in the village at reasonable rates.

Students are advised to bring such books as they may have used with them, for reference if nothing more, as Normal scholars will not be confined to any particular text-books.

A three years' course of study has been prepared by the Board, and any teacher completing it will receive a diploma as Normal graduate.

Pupils attending the Normal Department twenty-two weeks, will receive a certificate for teaching from the Principal, provided their advancement is satisfactory.

There are rooms in the Seminary building for accommodating thirty students. Others find board in the village of Peru.

NORMAL SCHOOLS IN OHIO.

HISTORY.

THE General Assembly of Ohio, in 1836, requested Prof. C. E. Stowe, who was then about to visit the countries of Europe, "to collect during his contemplated tour, such facts and information as he might deem useful to the State, in relation to the various systems of public instruction and education which had been adopted in the countries through which he might pass, and to make a report of the same, with such observations as he might offer, to a future General Assembly." In pursuance of these resolutions, Prof. Stowe examined the educational systems and institutions of England, Scotland, France, Prussia, and the States of Germany, and presented the results of his observations to the General Assembly in a report, in which he states as his belief that it was necessary for the success of the school system that teachers should have the means of acquiring the necessary qualifications, and that there must be institutions in which the business of teaching is made a systematic object of attention. He recommended the establishment of a Normal School or Model Teachers' Seminary, which should "be amply provided with all the means of study and instruction, and have connected with it schools of every grade for the practice of students.

In answer to a resolution of the General Assembly in 1838, the Superintendent of Schools, Samuel Lewis, presented an elaborate report upon the expediency of establishing a State University or Universities for the education of teachers or other students. He dwelt at some length on the following points: 1st, that there was not a sufficient number of teachers to supply the twelve thousand schools of the State; 2d, that a large number of teachers now employed were not well qualified; 3d, that no measures which had been adopted would supply the demand for well-qualified teachers; and 4th, that the establishment of an institution to be devoted especially to the preparation of teachers, would be the best means to remedy the evil. In evidence on this point, the Superintendent referred to the experience of different countries of Europe, and to those States in this country in which provision had already been made for the education of teachers. He considered it a settled question that there was something peculiar in the art of governing and teaching a school, which might be taught and learned as any other art or profession, and he recommended the establishment of a Normal School, with model and practice schools of different grades, so as to give the students attending, the advantage of observation and practice as well as instruction in principles.

In 1841, the Secretary of State, William Trevitt, in his report to the General Assembly, recommended the establishment of Normal Schools as a subject entitled to the serious consideration of the Legislature as well as the friends of education throughout the State. He quoted at

length from the report of the Board of Education in Massachusetts, and from the report of the Board of Commissioners of Common Schools in Connecticut, and also from the report of the Secretary of the Board, in support of the measures which he recommended.

The subject was referred to again by Samuel Galloway, Secretary, in his report for 1849, in which he quotes from Prof. Bache, Hon. Horace Mann and others, testimony in favor of institutions for the special education of teachers. Mr. Galloway recommended that a well-conducted Normal School be located at the seat of government, and said such a school would become a standard and model of education throughout the State and give dignity and influence to the profession of teaching.

Again in 1851, Henry W. King, the successor of Mr. Galloway, adducing the example of Massachusetts, Connecticut, New York and Michigan, States in which Normal Schools had been established, recommended that provision should be made for the establishment of as many Normal Schools as the school system of Ohio should demand.

From 1837 to 1855, nearly every educational convention or meeting held in the State urged, in some form, the establishment of institutes and professional schools for teachers. The subject was also earnestly discussed in the "Ohio School Journal" and by other school papers.

In 1855, the State Teachers' Association, despairing of legislative action, undertook the work of establishing a Normal School. Mr. M. McNeely of Hopedale proposed to donate buildings, provided the Association would maintain the institution. This proposition was accepted, and many teachers and others contributed generously to the endowment of the McNeely Normal School. Since 1857 it has been conducted as a private enterprise.

THE SOUTH-WESTERN NORMAL SCHOOL, at Lebanon, was opened in 1855. It has sent out a large number of teachers to supply the schools in the South-western part of the State. Besides providing for the training of teachers, it has a collegiate and business department.

THE WESTERN RESERVE NORMAL SCHOOL, at Milan, was opened in 1858.

At the annual meeting of the State Teachers' Association in 1864, Hon. Rufus King, President of the Cincinnati School Board, presented an able paper in which the wisdom and necessity of providing by law for the establishment and support of Normal Schools were strongly urged. The paper, which was in the form of a memorial to the General Assembly, was unanimously approved by the Association, and a committee appointed to secure, if possible, the necessary legislation. This paper was favorably received by the General Assembly, and a joint resolution was passed, instructing the Commissioner of Common Schools to investigate the subject, and report to the next General Assembly "the best plan of organizing one or more efficient Normal Schools in this State." In the discharge of this duty, the Commissioner, Hon. E. E. White, spent several weeks in visiting the Normal Schools of other States; and submitted to the General Assembly the following January (1866,) a special report, recommending a plan of organizing a system of Normal instruction in Ohio.

PROFESSIONAL TRAINING OF TEACHERS IN OHIO.

SPECIAL REPORT OF COMMISSIONER (HON. E. E. WHITE), FEB. 10TH, 1866.

The following joint resolution was passed March 13th, 1865:—

"Resolved by the General Assembly of the State of Ohio, That the Commissioner of Common Schools be and he hereby is authorized and requested to report to the Governor, to be by him laid before the next General Assembly, the organization and results of the best Normal Schools in this country, and so far as may be practicable, in other countries; and also the best plan of organizing one or more efficient Normal Schools in this State."

In compliance with this request of the General Assembly, I respectfully submit the following Report:

During the past summer I spent several weeks in visiting Normal Schools in other States, with a view of making myself more familiar with their organization and the practical results, of their training. The following are the schools visited: New Jersey State Normal School, Connecticut State Normal School, Massachusetts State Normal Schools at Westfield and Framingham, New York State Normal School at Albany, and the Training School at Oswego. I also visited the Normal School of the city of Boston and the one at Philadelphia. I also had interviews with Mr. Richards, Principal of the Illinois State Normal University, and Mr. Wickersham, Principal of the Pennsylvania Normal School at Millersville. I had previously visited the State Normal School of Michigan, located at Ypsilanti.

In pursuing my inquiries, I also took special pains to confer with educators of large experience and observation, who are not connected with Normal Schools, either as managers or teachers. I acknowledge myself specially indebted to Hon. Henry Barnard, of Connecticut, whose familiar acquaintance with the Normal Schools of this country and Europe enabled him to put me in possession of information of great value. Through his thoughtful courtesy I had the privilege of meeting, at Boston, Rev. James Frazer, of England, who had been sent to this country by the Royal Commission on Education, to investigate our common school system. Mr. Frazer kindly favored me with a full and minute account of the Training Schools of England, and the preparation for admission to them by a system of pupil-teacher apprenticeship.*

* The following is Mr. Frazer's account of the pupil-teacher system, as given in an address before the Ohio Teachers' Association at Cincinnati:—

"A promising pupil in an Elementary School—boy or girl, as the case may be—of not less than thirteen years of age, is taken and apprenticed to the principal-teacher for a period of five years. Such scholar is employed as a monitor under the principal-teacher, and is called a *pupil* in relation to the teacher, and a *teacher* in relation to the school, thus making up the hybrid appellation 'a pupil-teacher.' At one time the Government paid this pupil-teacher, but since the 'Revised Code,' his salary has been made to devolve upon the local managers. It would begin, perhaps, at \$50 a year, and would rise at the rate of about ten dollars a year, to the end of the term. Pupil-teachers may be employed in any school, and *must* be employed, under pain of forfeiture, in all schools where the average attendance exceeds eighty. The school hours are generally five hours a day for five days in the week, and the principal-teacher is bound to give the pupil-teacher one hour's instruction a day out of school hours. You will at once observe that this last feature, as well as the higher rate of salary paid, and the period during which the apprenticeship continues, constitutes the characteristic of the 'pupil-teacher,' as distinguished from the 'monitor' of Bell and Lancaster. I should have added that at the close of each year of his apprenticeship, at the annual visit of the Inspector, the pupil-teacher is subjected to a progressive examination, according to a previously defined schedule of subjects, and that his salary for the past year depends upon his passing this examination.

"Well, at the end of this five years' apprenticeship, the pupil-teacher is supposed to make a

Training Schools exist in most of the Dioceses of England, and like the Elementary Schools, are in connection with some religious denomination, most of them with the Church of England. Like the Elementary Schools, they are supported by local voluntary contributions, largely supplemented by aid from the Government. The course of training is two years, the object being partly to give the students accessions of actual knowledge, and partly to familiarize them with the best methods of teaching and organizing schools.

The examination for admission, which is before a Government Inspector, lasts four days, and embraces all the subjects ordinarily taught in the Elementary Schools. At the end of each year of the training course, students have to undergo a thorough examination. If they pass the examination at the end of the second year, they are free to go out and take charge of a school, with the title of a "probationary teacher." They continue in the same school, with this title, two years, during which time they are visited twice by the Inspector. If his reports respecting their aptitude and practical skill as teachers are favorable, they then receive a graded certificate, valid for five years, subject to revision as to grade at the end of the fifth year, according to the Inspector's opinion of their progress and success as teachers.

Normal or Training Schools similar to those of England are established throughout Europe, and are regarded as an essential part of every system of public instruction. Normal Schools are also established in Nova Scotia, New Brunswick, and each of the Canadas—the one at Toronto being probably the best equipped Normal School on the continent.

In this country, Normal Schools are now established under State direction and support in sixteen States, as follows: Massachusetts has four, two opened in 1839, one in 1840, and a fourth in 1854, beside the excellent Training School sustained by the city of Boston; New York has two, one at Albany, opened in 1845, and another at Oswego, which first received State aid in 1864;* Connecticut one, opened in 1848; Michigan one, opened in 1849; Rhode Island one, opened in 1854; New Jersey one, opened in 1855; Illinois one, opened in 1857; Pennsylvania three, one first receiving State aid in 1859, another in 1861, and a third in 1862, beside the Girls' Normal School of Philadelphia; Minnesota one, opened in 1860; Iowa one, opened in 1860, (department in State University); California one, opened in 1863; Maine two, one opened in 1864, and a second about opening; Wisconsin one, opened in 1865; Kansas one, opened in 1865; Maryland one, established by law in 1865; and Indiana one, established by an act which passed the Legislature in December, 1865. South Carolina established a Normal School before the war, but having other business than the right education of her youth to attend to, abandoned the enterprise.

It will thus be seen that of the States that have maintained for any considerable length of time a free school system, all but three have one or more Normal Schools established under State authority. The three exceptions are *New Hampshire*, *Vermont*,* and *Ohio*.†

In most, if not all of the States, the Normal Schools are supplemented by

choice, whether he will follow the profession of a teacher, or abandon it for some other more inviting career. He is considered quite free to choose, as the salary he has received has been no more than adequate to the services he has rendered. If, however, he decides to adhere to the profession of which he has been serving the apprenticeship, his natural course is to enter what you call a 'Normal,' but what we generally denominate a 'Training' School."

* Vermont established a Normal School System, Nov. 17, 1866, and had two Schools in operation in 1867, with over 200 pupils in attendance. New York established in 1866-7, Normal Schools at Fredonia, Brockport, Cortland, Potsdam, Genesee, and Buffalo—making eight in the State.

† In 1854, Cyrus McNeely, of Hopedale, Harrison county, Ohio, donated to the Ohio State Teachers' Association buildings, land and apparatus, valued at ten thousand dollars, on condition that the Association should raise an equal sum for the purpose of establishing a Normal School. The enterprise received the earnest support of the late Lorin Andrews, and several other prominent members of the Association, and was undertaken. The Normal School was opened in November, 1855, but proving too much of a financial burthen for the Association to carry, was permitted to pass into private hands. It is still in operation, and is doing a valuable service for the schools of the section of the State in which it is located.

The Southwestern Normal School at Lebanon, Ohio, was opened in 1855, under the direction of a board of trustees. Its scope is now largely widened, including a collegiate department and business institute, as well as a teachers' department. It has been attended by many hundreds of

Teachers' Institutes, supported to a greater or less extent by State aid. In New York the entire expenses of the Institutes are paid out of the State Treasury.

The plan on which most of the State Normal Schools are organized is simple. In States which have not a State Board of Education, they are established under the direction and control of a Board of Trustees, called, in some of the States, "Board of Normal Regents," who are empowered to determine the course of instruction and training, to employ teachers, etc. The current expenses, including teachers' salaries, fuel, repairs, etc., are met by State appropriations. Students pay their own board and other contingent expenses, the same as pupils do who attend any other public school. The law in Pennsylvania requires that each Normal School shall have boarding-houses capable of accommodating three hundred boarders—and board is thus furnished the pupils at a very reasonable price. In England the students at the Training Schools are expected to pay from one-fifth to one-fourth of the cost of their instruction and maintenance, the balance being defrayed from funds contributed by friends of the Training School, and by money appropriated by the Government.

The conditions of admission to the Normal Schools of this country vary in different States. In most a fair knowledge of the common branches is prescribed. In Connecticut, and I believe the same is true in New Jersey, the school authorities of the different towns select and examine candidates, and their certificate entitles the holder to a seat in the Normal School. The practical working of this plan is not satisfactory. Pupils are admitted who, from a want of scholastic attainments, are unfitted to enter upon the course of training. A want of sufficient scholarship on the part of those who seek admission to the Normal Schools is unquestionably one of the most serious defects in the American system of Normal training. In Michigan, pupils entering the Normal School have to make a pledge of intention to teach in the common schools of that State for a specified period. The same is true in some other States.

The course of instruction in most of the Normal Schools of this country is two years, with a one year's course in a few of them, for teachers of primary schools. While the one single object is to increase the teaching power of the student, the exercises have practically a four-fold aim:—

1. To impart to the student a thorough *teaching* knowledge of all the branches ordinarily taught in common schools. This includes not only a mastery of the subjects *as knowledge*, which is the first requisite for successful teaching, but also a mastery of them *as subjects to be taught to others*. This is the one distinctive idea which runs through every lesson and exercise.

2. To impart to the prospective teacher a practical knowledge of the *guiding principles* of his art, and to enable him to reduce such principles to something like a philosophical system. In other words, the second aim is to teach the *science* of education. This is usually sought to be accomplished by lectures.

3. To impart to the teacher a knowledge of the best methods of instruction and government, including the methods specially applicable to each stage of the child's progress and to each branch of knowledge. This part of the course is sometimes united with the first, each recitation being conducted with a view of unfolding the true method of teaching the topic. But in all Normal Schools where instruction in methods of teaching is made duly prominent, separate exercises are also devoted to the subject.

4. To impart to the student *skill* in the art of teaching by an application of his knowledge of principles and methods in *actual practice*. For this purpose most Normal Schools have a Model or Experimental Department, in which the students practice under the supervision and criticism of a skillful teacher. In the best Training Schools these model-lessons, as they are called, are made the basis of instruction in methods. In some Normal Schools the practice of the students is obtained by giving model-lessons to their own classes.

teachers, and has unquestionably exerted a potent influence upon the character of the schools in that section of the State. It is now in successful operation.

The Western Reserve Normal School at Milan, Ohio, was opened in 1858, but my acquaintance with the institution is too limited to permit me to speak of its professional character or influence. It is believed to be doing a good service for the schools of its locality.

The number of teachers that have attended these different institutions, which are, of necessity, largely academic in their character, is evidence of an encouraging demand for professional training, and the good accomplished by them in their respective localities, is an assurance that the influence of a State Normal School of a high professional character would be wide and potent.

In the different Normal Schools visited, I observed a very great difference in the relative attention given to these four parts or aims of the course of training; in the majority of them, however, the first received the chief attention. In the Training Schools at Oswego and Boston, the last three made up the course—an adequate knowledge of the branches to be taught being required as a condition of admission. In the reorganization of the Oswego Training School on a wider basis, it is proposed to provide for a thorough review of the different branches as a *preparation* for the regular course of professional training.

I am strongly tempted to enter more fully into details, but as a general outline of the plan of organization and course of instruction of Normal Schools will best serve the purposes of this report, I pass to the second inquiry of the General Assembly.

RESULTS OF NORMAL SCHOOL TRAINING.

What are the practical results of Normal School training in Europe and in this country? Does the success of the Normal Schools that have been established afford substantial and conclusive proof of their value as practical agencies for the preparation of teachers? The only difficulty in answering these inquiries arises from the abundance and high character of the testimony at hand. The experiment of specially training persons for the teacher's office has been tried on a scale so wide, under such a diversity of condition, and with such a uniformity of results, that the evidence of its success is not only manifold but superabundant for citation as testimony.

The first school in Europe for the preparation of teachers was founded by the good Franké, at Halle, in Prussia, about the year 1704. The success of the experiment may be inferred from the well authenticated fact that the teachers from this school, spreading over Northern Germany, prepared the way for the great revolution in public instruction which was accomplished during the reign of Frederick William III. Since Franké's successful experiment, Normal or Training Schools for teachers have multiplied in Europe until they have become an essential part of every system of public instruction. The Training Schools connected with the Elementary Schools of Great Britain are regarded as one of the two "corner-stones" upon which the system rests. The larger the experience and the wider the observation of English educators, the more emphatic is their testimony upon this subject.

Hon. Edgerton Ryerson, Chief Superintendent of Public Instruction of Upper Canada, says:

"Wherever Normal Schools have been established, it has been found that the demand for regularly trained teachers has exceeded the supply which the Normal Schools have been able to provide. This is so in the United States and France; it is most painfully and pressingly so in England, Ireland and Scotland. I was told by the Head Masters of the Great Normal Schools in London, in Dublin, in Glasgow and Edinburgh, that such was the demand for pupils of the Normal Schools as teachers, that in many instances they found it impossible to retain them in the Normal Schools during the prescribed course, even when it was limited to a year."

The first Normal School in this country was opened in July, 1839, at Lexington, Massachusetts,—now removed to Framingham. During the same year a second Normal School was opened at Barre, now at Westfield, and during the next year a third at Bridgewater. The success of these pioneer American Normal Schools is sufficiently attested by the fact that they are still cherished by the State as the only unfailing reliance for supplying the schools with well-qualified teachers.

Horace Mann, than whom no man was a more competent witness, pronounced even the earlier success of the Normal Schools of Massachusetts a "practical demonstration" of their high value as agencies for supplying the common schools with competent teachers, and emphatically declared them "the one indispensable thing for carrying forward a system of common schools." In his eleventh annual report as Secretary of the State Board of Education, he says:

"These institutions [Normal Schools] are steadily fulfilling their great mission. They are gradually revolutionizing the methods and processes of instruction, improving its quality and enlarging its quantity throughout the State."

The highest authorities in the State, among whom are Josiah Quincy, Edward Everett, George S. Boutwell, Mark Hopkins, Barnard Sears, George B. Emerson, Joseph White, Birdsey G. Northrup, John D. Philbrick, and Governor Andrew, all concur in the opinion that they have been eminently successful and useful in preparing for the schools a superior class of teachers.

Mr. Northrup, who for nine years has been the Traveling Agent of the State Board, and who has probably seen more Normal teachers *at work in the school-room* than any other man in America, says:

"The more I visit schools and observe their methods and results, the stronger is my conviction of the necessity and usefulness of Normal Schools. My observations in schools and among the people assure me that our Normal Schools have widely diffused better ideas of education and awakened increased popular interest in the cause of public instruction.

"They have greatly elevated the standard of qualification for teaching, both among teachers and in the popular estimate. The Normal graduates, as a general fact, have shown greater thoroughness and skill in teaching, more system in arrangement of studies and in the programme of daily duties, more enthusiasm in their work and devotion to the profession."

But the most satisfactory evidence of the superior qualifications and success of the Normal teachers of Massachusetts as a class was called out in 1859 by an ignorant and ridiculously abortive attack upon the Normal Schools. Ex-Governor Boutwell, who was then Secretary of the Board of Education, sent circulars to all the towns (townships) in the State, soliciting from the school committees (boards of education) a full and free expression of their views as to the success or failure of Normal graduates as teachers. All but eleven of the replies received were favorable to Normal Schools. The testimony is found in the twenty-second annual report of the Board of Education. Such an indorsement of the superior success of professionally trained teachers, after twenty years' trial, by the school authorities of an *entire* State, is certainly evidence not to be gainsayed or resisted.

Equally conclusive is the testimony respecting the skill and success of the graduates of the State Normal School of Connecticut. In 1862, inconsiderate and wild charges were made against the Normal School in the General Assembly (not wilder, however, than Assemblymen had sometimes made against the entire common school system,) and the Joint Standing Committee on Education was instructed to inquire into its affairs and management. At the May session, in 1863, this committee submitted a carefully prepared report, in which they give the following emphatic testimony:—

"Testimony has been received from members of Boards of Education, District Committees, Principals of large Public Schools, and others interested in educational pursuits, from every county in the State—testimony which is confirmed by a careful investigation of all seeming opposition—that, as a class, the graduates and under-graduates of our State Normal School are more sought for as teachers, pass better examinations, are stricter disciplinarians, are more thorough and systematic in teaching, waste less time in educational experiments, are more ready to improve by suggestions, have more laudable pride in their profession, show larger results, and give to school committees, parents and guardians better satisfaction than teachers from other sources."

Of the large number of statements received from the school visitors in the towns [townships] of the State, only *one* was unfavorable to the Normal teachers.

The Board of Trustees of the State Normal School of Rhode Island, in a late report to the General Assembly, say:—

"The almost uniform testimony is in favor of the marked superiority of teachers from Normal Schools. The sentiments of the people in the localities where they have taught, ranges from the simple expression of 'favorable,' to the strongest and most enthusiastic terms of satisfaction. It is not pretended that Normal graduates never make failures. Some of those who have left Cambridge, Andover, West Point and Annapolis, have failed. Yet nobody doubts but the majority of those who have attended these institutions have become better lawyers, divines, soldiers and sailors than they would have been without the advantages offered there."

The above testimony is fully corroborated by all the information I have been able to collect upon the subject. No one who candidly considers testimony like this—and it might be increased to almost any extent, and made to include every State and country that has made the experiment—can resist the conclusion that the special professional training of teachers in Normal Schools is eminently advantageous and fruitful, largely increasing their success and usefulness. And this overwhelming evidence, be it remembered, is the result of very imperfect methods of professional training and instruction, since our Normal Schools are, as yet, by no means a full realization of what is desirable and practicable in this direction.

NECESSITY OF SPECIAL AGENCIES FOR THE TRAINING OF TEACHERS.

This leads me to a fundamental fact in the successful administration of a system of public instruction—one that lies back of and beneath all the inquiries that have been considered. The one *vital* condition of a good school is a *good teacher*. Other conditions are important; this is essential. School houses and apparatus, text-books and courses of study, classification and supervision, are indeed valuable agencies and conditions, but they are all inadequate until vitalized by the informing spirit of the teacher. Hence in a system of education the advancement of the teacher is increasing success; his want of progress, failure.

The distinguished M. Guizot, then Minister of Public Instruction in France, once said: "All the provisions hitherto described would be of no effect if we took no pains to secure for the public school an *able master*." Victor Cousin, another able Minister of Public Instruction in France, is still more emphatic: "The best plans of instruction can not be executed except by the instrumentality of *good teachers*, and the State has done *nothing* for popular education, if it does not watch that those who devote themselves to teaching be well prepared. I attach the greatest importance to Normal Schools, and I consider that all future success in the education of the people depends upon them." Dr. Channing, in 1837, said: "The most crying want of this Commonwealth [Massachusetts] is that of accomplished teachers. We boast of our schools, but our schools do comparatively little, for want of educated instructors. *Without good teachers, a school is but a name*." Said Horace Mann, in alluding to the means for improving common schools: "But the great object for carrying the benign work of reform to our schools *must be the teacher himself*. No fullness in the qualifications of others can be the supplement of any material deficiency in him."

Testimony like this might be multiplied until the name of every educator who has written upon the subject is cited. Indeed, the propositions we have stated, if not self-evident, are the plain deductions of universal experience, and, as such, need no other proof. They are accepted educational axioms.

But in order that a system of common schools may be supplied with competent, efficient teachers, such teachers must be raised up and fitted for their office by special preparatory training. The emphatic testimony of educators on this point has become "like the voice of many waters." Everywhere, those whose experience and observation make them competent to decide such a question, agree that the high vocation of the teacher demands special and thorough preparation.

But, independent of all testimony of this kind, it stands to reason that he who would undertake the awakening, guiding and enlightening of the human soul, should bring to so great a task special preparatory training. In every pursuit of life, demanding any considerable degree of skill and knowledge, the universal sense of mankind demands special preliminary preparation. The artisan has his years of apprenticeship, and the legal, medical, and other professions, their schools, of special training and practice. The young attorney whose only credentials are natural aptitude and a college diploma, finds himself briefless; and the quack who, without special training, has the audacity to enter the sick chamber and lay his unpracticed hands upon the human vitals, is (or ought to be) denounced as a criminal. The building of forts and monitors is not intrusted to house carpenters, and a mastery of the architectural art is the

talisman that transmutes ledges of rocks into temples of strength and beauty. Who then shall attempt to build up this immortal temple of the soul without special preparation for so great and difficult a work?

A second argument in favor of professional training for the teacher, is based upon the complex nature of the work he has to perform. If our whole theory of education is not a delusion, it is the science of sciences. As an art it has no equal, either in susceptibility of improvement or the knowledge and skill required for its successful prosecution. Every step of the teacher's work demands a knowledge of the faculties of the human mind, the order of their development, and the kind of knowledge and training required at each successive stage of such unfolding. True education is, in a word, based upon principles that go to the very core of mental and moral science, and sweep over all human knowledge and progress. Who, in view of such facts as these, will pretend that a clear and definite knowledge of the principles that underlie the work of education is not an important preparation for the teacher's high vocation? Who will claim that an examination of tuitional methods, in the light of these principles, would not greatly assist the young teacher in determining and regulating his own methods?

A third argument is the nature of the material upon which the teacher has to work. "A workman," says Mann, "should understand two things in regard to the subject matter of his work; first, its natural properties, qualities and powers; and secondly, the means of modifying and regulating them with a view to improvement." But what material workman ever yet touched, with hammer or chisel, such materials as those the teacher has to fashion into forms of power and beauty? What laws so hidden, and at the same time so essential for guidance, as those which must direct his every stroke? How often, through ignorance of the nature of the human mind, its susceptibilities and laws of growth, are a teacher's most zealous efforts wasted—that which promised to be the rich fruit of knowledge and virtue turning to ashes in his unskillful and misdirected hands!

Finally, the infinite value of the material placed in the teacher's hands renders a practical knowledge of its nature and qualities of the highest importance. The block of marble, spoiled by an unskillful blow, may be replaced; but the soul, marred and destroyed by ignorant handling, has no substitute. The gold and diamonds of earth can not replace it. Every line of deformity, every trace of the misguided chisel, is made upon it for eternity. Like the broken flower or the consumed diamond, the soul's purity and glory, when once lost, can never, save by Divine grace, be restored. Surely those who may be called to the teacher's office should bring to such a high responsibility special and thorough preparation.

It is not, of course, claimed that we can have no successful teachers without the agency of professional training. Here and there we find teachers of great natural aptitude for their work, achieving the highest success without such training. Nor is it claimed that any course of preparation can make an eminently successful teacher out of one who is seriously wanting in native teaching ability. A degree of natural aptitude is essential to the highest success of the teacher, whatever may be the advantages of training and experience; but this is equally true, as Edward Everett has remarked, in every pursuit or calling—in law, physic and divinity, in trade, manufactures and farming, and in the military art—and is never thought to militate against either the necessity or value of special preparation; since it is the function of all training, general or special, to develop and equip native powers—not to create them.

NECESSITY OF SPECIAL AGENCIES FOR THE PROFESSIONAL TRAINING OF TEACHERS IN OHIO.

In the light of the foregoing truths and experiences, it is evident that the most vital question involved in the improvement of the schools in Ohio is this: How can these schools be supplied with competent, efficient teachers? That they are not thus supplied is painfully evident. No one can question the assertion that there exists in them a wide-spread and lamentable lack of well-qualified teachers. The annual returns of the different boards of examiners

show that only about one half of the teachers certificated by them possess sufficient scholarship to secure a creditable grade of certificate—to say nothing of their lack of professional knowledge, skill and experience. It is scarcely necessary to add that this is the result of a sufficiently low standard of measurement. It is true, there are found in our schools many excellent teachers—not a few who are an honor to their calling and a blessing to the cause of education; but the general fact is lamentably true, that the great body of the teachers of the State possess exceedingly limited qualifications.

Now it is manifest that whatever else we may do, so long as this state of things exists, we shall fail to “secure a thorough and efficient system of common schools throughout the State,” as is enjoined by our State Constitution. It is true that the task of supplying our schools with competent teachers is a difficult one, but we must succeed in it, or we shall surely fail to accomplish what we have undertaken in the direction of universal education. And let it be remembered, for our encouragement, that just to the extent we do succeed in this task, to that extent shall we also be successful in increasing the efficiency of our school system.

Our experience, thus far, is conclusive that we can not depend upon ordinary school agencies to raise up a supply of qualified teachers for our schools. The general improvement of the schools of the State through the introduction of the principles of classification and gradation, the establishment of high schools, etc., has unquestionably reacted upon teachers, greatly increasing their qualifications and efficiency; but all experience shows that these agencies are entirely inadequate, even in those localities in which they have been carried to their highest perfection.

Nor can we longer fold our arms and depend upon the philosophy of Dogberry to vitalize and improve our school system. Nature has an exceedingly limited supply of self-furnishing and self-guiding teaching ability; or she is very chary of it. It is sadly evident that the great majority of teachers do not come from her hands fully endowed and panoplied for their work, as Minerva is fabled to have sprung from the brain of Jupiter. The truth is, neither natural aptitude, nor experience in teaching, nor good school instruction, nor good examples of teaching, can be depended upon to provide a sufficiency of competent teachers for our schools. The first two of these agencies are fixed quantities, so far as our efforts can effect them; and the last two must be increased and widened mainly by a corresponding increase of well qualified teachers, which is not unlike the fruitless endeavor to intensify a cause by first increasing its effects!

I have thus shown the absolute necessity of well-qualified teachers in an efficient system of education; the wide spread and lamentable lack of such teachers in the schools of this State; the inability of ordinary school agencies to supply these schools with competent teachers; and the necessity and practicability of special professional training as a preparation for the teacher's office. I am carried by the force of an irresistible logic, and by the plain teachings of experience, one step farther. The State of Ohio must provide special agencies for the training of competent teachers for the schools under its control. This is the practical conclusion of the whole matter. The State, in assuming the responsibility of maintaining a system of common schools for the right education of its citizens, has also taken upon itself the consequent duty of providing these schools with capable, efficient teachers—a duty which can not be ignored, and which ought not to be longer neglected. “An adequate knowledge of the theory and practice of teaching” is now made by law an essential qualification of every common school teacher, and it is the imperative duty of the State to provide facilities for acquiring such important knowledge.

In the firm belief that the establishment of an efficient system of professional instruction and training for the teachers of the State is an essential measure for the adequate improvement and elevation of our school system, I take pleasure in commending the following plan of organizing such a system to the favorable consideration of the General Assembly:

PLAN FOR PROVIDING NORMAL INSTRUCTION IN OHIO.

A system of professional training for the teachers of this State, to be in the highest degree efficient and successful, must place such training within reach of every teacher. It must also provide facilities of a high character for the training of a superior class of teachers, whose example and influence shall vitalize the profession and lift it up to a higher standard. Without entering upon a discussion of these propositions, I will proceed to describe three agencies which, taken together, present such a system. They are: 1. County Teachers' Institutes. 2. District (Judicial) Normal Institutes. 3. State Normal School.

1. *County Teachers' Institutes.*—A well conducted Teachers' Institute, bearing directly and practically upon the duties of the school-room, is an important instrumentality for the professional instruction of teachers. Its value has been tested by more than twenty years' trial in every State blessed with a free school system.

I think I am safe in saying that no other agency has done more toward increasing the professional attainments of the great body of American teachers than this. In the State of New York, where it first originated, an Institute continuing in session two weeks, is held annually in every county. The example of other States might also be cited.

The amendatory school law of 1864 requires each applicant for a teacher's certificate to pay a fee of fifty cents as a condition of examination, and sets apart most (at least two-thirds) of the funds arising from such fees for the support of Teachers' Institutes in the several counties. In the larger counties this fund is sufficient to hold a good Institute each year, but in the smaller counties it is not adequate to meet all expenses. The new system is not yet in full operation, but it promises much for the future.

The great difficulty now to be overcome is the lack of experienced and competent institute superintendents and instructors. Very few teachers are capable of performing this important service, and those who are capable have, as a general rule, other duties which require their entire time. In several counties, arrangements for holding Institutes have had to be abandoned because the committee could secure no competent person to take charge of them. Nine pressing invitations for assistance were on my table at the same time, only three of which could possibly be responded to favorably.

What is needed is a corps of experienced Institute instructors, capable of unfolding and illustrating by practical drills and lessons, the best methods of teaching the several branches of study to classes of different and varying capacities, and able to present clearly and systematically the principles which underlie such methods, as well as those which must guide the teacher in the higher duties of moral training and government. Such a corps of instructors going through the State, organizing and conducting Institutes in the more backward counties, and lending a helping hand wherever their assistance may be needed, would make the new Institute system a powerful agency for the better preparation of teachers, and, as a consequence, for the advancement of the school system.

But in order that such a corps of instructors may be put into the field, an appropriation by the State to assist in their support, is absolutely necessary. I would most earnestly repeat the recommendation made last year, that an appropriation sufficiently large to keep at least three competent instructors in the field be made by the General Assembly. The teachers of the State are paying annually over \$8,000 for the support of Institutes. Could the State pay at least half this sum, the present Teachers' Institute fund would be made fruitful as a practical means for the better qualification of teachers.

2. *District Normal Institutes.*—County Teachers' Institutes have, of necessity, too brief sessions to afford such a systematic course of professional training as all our teachers need, and as many of them are willing to receive. Even when they are continued two weeks, there is little time for model-lessons and practical drills to illustrate methods of teaching. In other words, there is little time for professional TRAINING, the brief session of the Institute being required for INSTRUCTION in the methods and principles of the art of teaching.

To meet this growing demand for a more thorough course of instruction and training than the County Institute can furnish, temporary Normal Institutes, continuing in session from four to six weeks, have been organized. So successful have been these Normal Institutes, that they have been organized in connection with several of the Normal Schools of the country.* Eight such Institutes were held in the State during the past summer; most of them, however, partook more of the character of brief schools for the review of the common branches, than of Institutes for the professional training of teachers. What is needed is a thorough and efficient system of Normal Institutes, largely professional in their character.

The plan I would respectfully recommend is the organization of one such Normal Institute in each of the ten judicial districts of the State, a session to be held annually, at some convenient point. There will be little or no difficulty experienced in securing the use of suitable buildings and other accommodations without expense to the State. These will be gratuitously furnished by Boards of Education and the proprietors of private institutions of learning, for the purpose of securing the advantages of the Institute to their respective localities. The expense of instruction should be borne by the State, and this will require an appropriation of about \$400 to each Normal Institute held, making an annual aggregate of about \$4000. I know of no way in which so small an expenditure for the elevation and increased efficiency of the school system can be made with certain promise of so large a return. These Normal Institutes, held in different localities, would exert an influence which would soon permeate the entire school system.

3. *State Normal School.*—To complete the system of professional training recommended, there should be established at least one State Normal School of a high character. No system of Institutes, however complete and thorough, can alone accomplish what is needed. The length of their sessions is, at best, too limited, and the course of training too partial to raise up such a class of model teachers as are needed to lift common school instruction out of the deep ruts of routine, and to impart to it vitality and power. We need teachers trained by superior methods, that they in turn may become the teachers of teachers, and both by example and precept lift up the profession to a higher and truer standard. In short, we need a Normal School that shall be able to go beyond mere scholastic training and model examples of skillful teaching; that shall unfold thoroughly and systematically the *why* as well as the *how* of education—that shall teach its history, its philosophy, its methods.

It is true that one Normal School, however complete and thorough, will not be adequate for the accomplishment of a tithe of what is needed. But we must make a beginning, and, as all experience teaches, one thoroughly equipped Normal School will prove more efficient and valuable, even for the State at large, than two inadequately furnished for their mission, and consequently feeble and superficial in their influence and training. Besides, the complete success of one Normal School will soon prepare the way for the organization of another.

The cost of establishing a first-class Normal School in this State will depend,

* The first Normal Institute of this character ever held in this country was convened at Hartford, Connecticut, in 1839, by Henry Barnard, then Secretary of the Board of Commissioners of Common Schools for that State, at his own expense, "to show the practicability of making some provision for the better qualification of Common School teachers." It was called a "Teachers' or Normal Class," and was so successful that Mr. Barnard, in giving an account of it in the Connecticut Common School Journal for November, 1839, used the following language:—

"We have no hesitation in saying that a judicious application of one-fifth of the sum appropriated unanimously by the House of Representatives to promote the education of teachers of Common Schools in different sections of the State, would have accomplished more for the usefulness of the coming winter schools, and the ultimate prosperity of the school system, than the expenditure of half the assets of the School Fund in the present way. One thousand, at least, of the eighteen hundred teachers would have enjoyed an opportunity of critically revising the studies which they will be called upon to teach, with a full explanation of all the principles involved, and with reference to the connection which one branch of knowledge bears to another, and also to the best methods of communicating each, and the adaptation of different methods to different minds. They would have become familiar with the views and methods of experienced teachers, as they are carried out in the better conducted schools than those with which they had been familiar. They would have entered upon their schools with a rich fund of practical knowledge gathered from observation, conversation and lectures, and with many of their own defective, erroneous, and perhaps mischievous, views corrected and improved."

In the fall of 1839, and the spring of 1840, Mr. Barnard held County Institutes identically the same as those held in New York in 1842.—*Ed.*

of course, upon the cost of the grounds and buildings. The experience of several other States leads me to hope that these will be given by some community as a *bonus* to secure the location of the institution. The citizens of McLean county, Illinois, subscribed one hundred and forty-three thousand dollars for the sake of getting the Normal University of that State located in the county. Hon. Josiah Quincy, Boston, purchased a building and presented it to the Normal School at West Newton, Mass., now removed to Framingham. The city of Oswego has purchased and fitted up a fine building for the State Training School of New York. Other similar instances might be named.

The annual expense of maintaining a Normal School of a high character, when once established, will be about \$12,000. The current expenses of the Illinois Normal University, Michigan State Normal School, New Jersey State Normal School, and the New York State Normal School at Albany, are respectively about \$12,000 a year. This sum will be needed in this State.

It will thus be seen that the actual cost to the State of maintaining the entire system of Normal and Institute instruction which I have recommended, is only about \$20,000—a sum altogether insignificant when compared with the grand object it is to promote. The law making the appropriation may with propriety be entitled "An act appropriating \$20,000 to keep the half of \$3,000,000 from being squandered on incompetent teachers!"

Any attempt to present a complete course of study and training for the proposed Normal School, or to give the details of its organization, would carry me beyond the proper limits of this report. I would recommend that the organization and management of the entire Normal System, including the Normal School, the Normal Institutes, and the County Institutes, be intrusted to a Board of Trustees, or Regents, to consist of the Governor and Commissioner of Common Schools, as *ex officio* members, and three other persons to be appointed by the Governor, and confirmed by the Senate, the same to be known as the "State Board of Normal Regents," with full authority to appoint a general Institute superintendent, to act in conjunction with the Commissioner of Common Schools, and to employ Institute instructors—the amount expended each year being limited to the State appropriation for the purpose. In those counties which may have efficient local Institute associations, the management of the County Institutes should be left, as now, to such associations, the State instructors rendering needed assistance. But I forbear entering further into details. Should the plan recommended receive the approbation of the General Assembly, I shall be happy to render any assistance in my power in determining the practical details of the system.

It is now nearly thirty years since Hon. Samuel Lewis, then State Superintendent of Common Schools, submitted to the General Assembly of Ohio, in answer to a resolution, a "Report on State Institutions for the Training of Teachers and Others," in which he recommended the establishment of a State institution for the professional training of teachers, sustaining his recommendation by a cogency of argument worthy of the great cause he sought to promote.

Since the date of Mr. Lewis' report, which presented to Ohio the enviable opportunity of becoming the American pioneer in the professional training of teachers, Normal Schools have been established by sixteen States—Ohio being outstripped by States that have not a tithe of her wealth or population. Even new-born Maryland has made the Normal School an essential element of her new free-school system. Indeed, States that have been peopled since the General Assembly of Ohio passed the resolution referred to, have now their Normal Schools. Massachusetts is paying more than \$22,000 annually for the support of her Normal Schools and Institutes. New York pays annually from \$20,000 to \$25,000* for her Normal Schools, about \$17,000 for Teachers' classes in Academies, and from \$10,000 to \$15,000 for Institutes. Illinois, even while the late civil war was raging, appropriated, in two installments, \$97,000 to pay, in part, for the magnificent building now occupied by her Normal University.

Why, in a matter so fundamental and vital as the supplying of her schools with qualified teachers, should Ohio longer fail to be the peer of her sister States? An efficient system of professional training for the teachers of the State is imperatively needed to infuse new life and vigor into the schools and elevate the standard of public instruction. I would most earnestly commend this subject to the favorable consideration of the General Assembly.

* Increased to \$60,000 in 1867.

WEST VIRGINIA NORMAL SCHOOLS.

THE Legislature of West Virginia, by an act passed February 27, 1867, established a Board of Regents of the State Normal School of West Virginia, to consist of the Superintendent of Free Schools, *ex-officio*, the Secretary of State, Auditor, and Treasurer, and one member appointed by the Governor from each of the three congressional districts in the State. The first meeting of the Board was held at Guyandotte, September 6th, 1867, at which time the property formerly known as Marshall College, and valued at \$10,000, was transferred to their custody for the use and benefit of a Normal school.

Provision was made for additions and repairs to the buildings and premises, and ten acres of land purchased, making the whole amount for the use of the school eleven and a quarter acres.

The building is four stories high, fifty feet by thirty-six, with a two-story brick wing, fifty feet by thirty, and is pleasantly situated on the banks of the Ohio river, about two miles from the town of Guyandotte. An appropriation of \$2,500 was made to procure furniture and apparatus for the school.

An additional appropriation of \$35,000 has been made this year, (1868,) and the school is to open June 1st.

The Academy at West Liberty, with about four acres of land, has been purchased by the superintendent for a second Normal school, and the title vested in the Board of Regents.

A preliminary session of this school was opened at Fairmont on the 6th of May, and continued until the 4th of October, or five months. There were about ninety students in all, thirty-three of whom were in the Normal Department; nearly all of these engaged in teaching after the close of the school. Prof. John N. Boyd was Principal, and Prof. A. S. Cameron had charge of the Model Training School.

At a meeting of the Board held October 18th, 1867, the following branches were ordered to be taught in the Normal schools, viz: Orthography, Reading, Penmanship, Arithmetic, Grammar, Geography, Book-keeping, Algebra, Geometry, Trigonometry, with practical Surveying, Botany, Natural Philosophy, Anatomy, Physiology, Music, and the Art of Teaching, and such other branches as the Board may from time to time direct.

DELAWARE STATE NORMAL UNIVERSITY.

THE Delaware State Normal University was organized, November 19th, 1866, and incorporated, January 23d, 1867.

The necessity of a Seminary, or some institution "wherein students might receive a professional education which should peculiarly qualify them for instructing and disciplining youth, had attracted the attention of prominent friends of education in the State of Delaware before 1866. It was believed that the establishment of a Normal School would be the most efficient means for elevating the standard and increasing the usefulness of Common Schools.

As the school was to be commenced without any aid from the State, and to be dependent upon the voluntary patronage of the people, a subscription of more than twenty scholarships was secured before the school was opened. Besides the Normal School course, the institution provides for a business education in its Business Department, and has also a department in which teachers are prepared to take the charge of academies and high-schools, where the classics, modern languages and higher mathematics are taught.

In the report and catalogue of the school, there are given the names of the Board of Trustees, consisting of twenty-eight gentlemen representing different positions and avocations in life, a visiting committee of nine, and a faculty of five gentlemen employed as professors or instructors, and one lady, a teacher of music.

For admission to the Normal course, the candidate must be at least fourteen years of age, of good health and moral character, and be able to pass an examination in reading, spelling, penmanship, arithmetic, grammar and geography.

The course of study requires three years, and includes, besides the usual High School or academic branches, the following subjects:

School Government, Principles of Education, Theory and Practice of Teaching, School Economy, Mercantile Calculations, Commercial Rules, Double Entry and other forms of Book-keeping, Business Correspondence, Extemporaneous Speaking, and Conversational Lectures upon the methods in teaching each of the branches pursued.

The average annual expenses are for tuition, \$54; text-books, \$7.25; board, thirty-seven weeks, \$188.75. Total, \$200. For male students, from \$200 to \$240 for the year.

LOUISIANA STATE NORMAL SCHOOL.

HISTORICAL SKETCH.

THE STATE NORMAL SCHOOL of Louisiana was established by an act of the Legislature passed in 1858, and modified by subsequent enactments of 1859 and 1860. It was located in New Orleans, and organized in connection with the public schools of that city. Its first session opened in 1858, and the school was continued in successful operation till April, 1862.

The Legislature in 1860 appropriated ten thousand dollars to aid in the erection of a suitable building; a similar appropriation was made the same year and for the same purpose by the common council of the city. Of these sums ten thousand dollars was received, five thousand dollars from the State and the same amount from the city for the building, when the work was stopped.

A memorial was addressed to the Legislature in 1867, asking for a new appropriation for its re-organization and support.

The school was under the charge and supervision of a Board of Directors that visited it, examined the classes, and reported annually to the State Superintendent of Public Education. It numbered more than one hundred on its register in daily attendance, and the interest in the school was annually increasing up to the time of its suspension.

It has recently been revived through the voluntary efforts of the State Superintendent and a few zealous teachers who have given their time and services to the instruction and training of the students assembled. One hundred and forty were in attendance in February, (1868). Normal classes have also been organized in some of the best schools and colleges in the State.

CITY NORMAL SCHOOL

AT ST. LOUIS, MISSOURI.

HISTORY AND ORGANIZATION.

THE St. Louis Normal School was opened in October, 1857, and placed under the charge of Richard Edwards, LL. D., now President of the Illinois Normal University. It continued under his superintendence as a distinct and separate school till the close of the year 1861, when the Board of Education, finding themselves in circumstances of great financial embarrassment, were obliged to effect a reduction in the expenses of the schools. For this reason, the Normal School was temporarily made a department of the High School, and Mr. Edwards became Principal of both, entering upon his duties as such in January, 1862. In March of the same year, Mr. Edwards resigned to take charge of the Illinois State Normal University. Mr. Thomas Metcalf then took charge of both schools till September, 1862, when they were again separated, and the Normal School was placed under the charge of one of its graduates, till January, 1863, when its present accomplished Principal, Miss Anna E. Brackett, was installed over the school.

This school is intended for the training of persons of both sexes who desire to become teachers in the public schools of the city.

The school is under the immediate supervision of a sub-committee appointed by the Board of Directors of the St. Louis Public Schools. This committee visit the Normal School, note the methods of discipline and instruction, and report at the close of each quarter, the condition and prospects of the school. The present faculty of the school consists of one Principal and two assistants, all ladies, and two part-time teachers for music and drawing.

ADMISSION OF STUDENTS.

All persons who have graduated at the High School, and other persons, residents of St. Louis, of the age of sixteen years and upwards, who pass an examination satisfactorily, in reading, writing, spelling, grammar, geography, arithmetic, algebra, history of the United States, and music, may be admitted to the school on subscribing a declaration, declaring their intention to devote themselves to the business of teaching in the public schools of St. Louis for at least two years; and pledging themselves to continue in the Normal School for at least one year.

COURSE OF STUDY.

The course of study requires two years. For the first or junior year, the studies are arithmetic, including mental and written; geography,

physical and political, with topography and the construction of maps; English grammar, composition, vocal music, drawing and penmanship, physiology, spelling and reading, with modes of teaching all.

For the second or senior year, the studies are algebra, composition, vocal music, drawing and writing, with modes of teaching these; geometry, mental philosophy, natural philosophy, history of English literature, theory and art of teaching, with teaching exercises before the whole school.

Calisthenic exercises form a part of each day's work through the course.

The members of the senior class give object-lessons to primary classes from the primary school in the same building. They also obtain practice in teaching and governing, by supplying vacancies in the public schools of the city, and reporting the work done, on their return, for discussion by the class.

The general character of the work of the Normal School may be inferred from the following extract from the last report of the Principal:

The Normal School presents this year a graduating class of 26, with the average age of 19 9-12. The junior class numbers 29, with the average age of 18 9-12, making the whole number 55, with an average age of 19 3-12. The whole number of pupils connected with the School during the year has been 79; the largest number at any one time, 68; the average number belonging, 56.

It is hoped and believed that the Board will find in the graduating class of this year faithful and efficient teachers, ready to help on the Schools of St. Louis to a higher and better standpoint than they have ever occupied. It has never been claimed by the friends of Normal Schools, that every graduate is a better teacher than any one who has not had special training; but simply that there is need of special training, and that a person with its advantages, will make a far better teacher than the same person without it.

It is self-evident that the only object in establishing and sustaining a Normal School, is that the public schools may be self-supporting and improved in standard: that is, that St. Louis need not be obliged to send for teachers from other cities and States, and that the schools may grow every year better. Its object thus exists outside of itself to a greater extent than that of any other school, and every thing in its studies and management must be made to subserve this object. Its teachers should be acquainted with the wants of the city schools, with the excellences and failures of their teachers, and should bend all their energies to the cultivation of those excellences and the prevention of those failures in their pupils.

Having then this special end in view, its training and management must essentially differ, in many particulars, from those of any other schools. No other can take its place or do its work, any more than a medical school can teach law, or a theological seminary, medicine. We are required not only to cultivate all womanly qualities, and to develop mental, moral, and physical powers, but beyond this, to call out and train certain qualities of mind indispensable to a good teacher; and regulations and methods are needed for this end, which would be out of place in a High or Grammar School.

The great difficulty which we meet on the threshold of our undertaking, is the general low estimate of the qualifications necessary for a teacher. Judging from daily experience, it would seem as if a large number of persons believed that all which was really necessary to secure one an appointment as a teacher of children, is the attainment of the sixteenth year, and the ability to answer correctly perhaps fifty per cent. of simple questions on the common English branches. For any other business they concede that there must be some training, some apprenticeship; but "anybody" can teach. Do we want our St. Louis schools to be taught by "anybody?" Do we want them to stand still, or to improve? Shall we trust the training of the children to those who have never had a thought on what is necessary for that training, who know nothing

of methods, who have had no opportunity to profit by the experience of others, and whose only object in applying for a situation as teacher, is drawing, I will not say earning, the salary attached thereto? or shall we do what in us lies to mature those minds, to develop them, to give them the results of the work of other teachers in the form of correct principles, on which they may base their daily work, some idea of its importance, and withal a love for it? There are some who have a special talent for teaching, we grant; but even a Raphael must learn the rules, and principles, and methods of painting, these being, in the same way, only the generalized experience of all who have preceded him.

If we desire our schools to be really good, we must have really good teachers, and no amount of special training is too much to fit them properly for their work. We do not trust an inexperienced blacksmith to shoe our horses' feet, and yet are willing to trust the education of our children's minds to anybody who happens to need the salary. Against this low estimate of the necessary qualifications all teachers of Normal Schools must protest, and to mature and develop those who are under their charge, to give higher and truer views of the responsibilities of their position, they work day by day and hour by hour.

The teachers must consider always three things: first, scholarship; second, moral character; and third, aptness to teach.

Of these qualifications we must judge. And when to these questions, which are to be decided concerning every graduate, we add the doubt as to whether she can govern her school, which we can best solve by discovering whether she can govern herself, the difficulties which are our daily work may be understood. We have comparatively a short time. Two years is not long to touch all these different springs, with many others, of which we have here no time to speak. In so far as we can decide by all the tests in our power, we do so. Often, too, the decided strength of some one or two of these qualifications may fully make amends for the want of others; for example, a decided aptness to teach may more than balance a want of book scholarship.

These tests should be applied more rigorously each year, so that our standard may be rising. Where there has been found, after careful consideration, any hopeless want, by the direction of the Teachers' Committee, members of the school have been advised to leave, and to give up the idea of teaching, and have done so; while others have been obliged to review their junior year, and thereby to extend their course to three years. While we regret the pain and disappointment to the individuals, simple justice to the school and to the interests of the city schools, demands this course.

The Normal School can not always fully act up to its standard, because we do not start with as good material as we should have. If we could begin with cultured and matured minds, we could present far better results.

As the students are principally from the city, most of them board at home, and no arrangements for board are made by the institution.

The diploma given to graduates of the school entitles them to an appointment as teachers of the public schools of the city without further examination.

The number of students the last year was sixty-five.

The number of graduates, eighteen.

The whole number of graduates is one hundred and fifty-seven.

CITY TRAINING SCHOOLS IN IOWA.

DAVENPORT, IOWA.

The schools of Davenport have a high reputation for thoroughness of instruction and for successful results. Much of the success which has attended the operations of the school system in this city is the consequence of the special arrangements which have been made for the training of skillful teachers.

The Training School of Davenport was organized in September, 1863. It is under the general supervision of the Board of Education of the city, and the special direction of the city superintendent of schools. For two years after it was established, it was no extra expense to the city, the services of the pupil-teachers in the model or practice schools more than compensating for the extra expense of securing a trained and skillful Principal who could instruct and direct the pupil-teachers.

The number in the class is not limited; any one who is able to pass a creditable examination before the county superintendent may be admitted. The course of instruction is a year, and usually a new class is received at the beginning of each year. There is a nominal tuition fee of ten dollars a year.

The school has connected with it a model and practice-school of four rooms of fifty-six pupils each. The members of the Training School receive direct instruction from the Principal, in mental science, school economy, and the science of education and methods of teaching. About one hour and a half of each day is occupied with recitations in these branches, and the remainder of the time is passed in the model and practice-schools in observation and practice.

The pupil-teachers have regular classes in the schools of practice, which are changed occasionally; in the first term once a month, and in succeeding terms more frequently, if necessary to give each student an opportunity to practice in different grades and teach different branches. The instruction is similar to that given in the elementary training course at Oswego. It includes lessons with the children in the elements of natural science, object lessons, and the usual studies of common schools. With the exception of reading, most of the instruction is oral, being given without text-books. The lessons are carefully prepared by the pupil-teachers, and kindly criticised by the Principal, the good points being noticed, while the bad are corrected. The course has been found eminently useful in giving confidence and imparting skill to young teachers, while they become better acquainted with the philosophy of mind.

The public schools of the city are supplied almost entirely from the Training School.

OTTUMWA, WAPELLO COUNTY, IOWA.

The schools of Ottumwa were reorganized in the Autumn of 1865, under the supervision of L. M. Hastings, Jr., the city superintendent.

A fine public school building was completed that year, and the superintendent and School Board sought to adopt the best system of organization and instruction for the public schools. The schools were carefully graded under the personal supervision of the superintendent, and placed under the charge of such teachers as could be obtained. But it was found difficult to secure competent teachers, and the "old methods" of instruction were unsatisfactory to the superintendent and the School Board. The greatest drawback to the success of the system was "*poor teachers*." The superintendent gave much of his time and attention to training and instructing teachers, and some improvement was seen the second year in the methods of instruction. But other duties demanded the time of the Superintendent, and the Board, in 1867, authorized him to establish a Training School for the special preparation of teachers.

The Superintendent was successful in obtaining a competent and experienced teacher, and the Training School was opened in the Autumn of 1867. Miss Pride, the training teacher secured, was a graduate of the Normal and Training School at Oswego, N. Y. Three classes of the graded school, comprising about fifty pupils, were constituted a model and practicing-school, and placed under the charge of the training teacher.

This Normal Training School is expected to be a permanent institution, and though established primarily as a department of the schools of Ottumwa, is open to all qualified to enter. Those only are admitted who show a natural fitness for teaching, and have literary qualifications sufficient to admit them to the High School classes. Tuition is free to all students residing in the district; others pay a tuition fee of eight dollars per quarter.

The class which entered on the organization of the school, in 1867, consisted of twenty-two; five were teachers from the Ottumwa primary schools, sixteen young ladies and one young man were from the High School. Several of these High School students had taught before, and all were expecting to teach. They receive special instruction in methods of teaching the different branches taught in public schools, and then pass to the model and practice-school, where they put in practice the lessons received, conducting exercises in this department under the eye of the training teacher, who superintends the work and gives such counsel and directions as are needed.

During the last hour of the day the whole class of pupil-teachers meet for criticism lessons, and receive such suggestions and assistance from Miss Pride as are necessary to enable them to carry out the plans and employ the methods adopted.

As far as results can be estimated, they are very satisfactory. The

change for the better in the primary schools is already apparent, and the difference between the new methods and the old is already marked.

MANCHESTER, IOWA.

The Training Class at Manchester was organized in connection with the public schools in September, 1867. It was opened with two rooms, and the Superintendent, Prof. J. Piper, reports (1867) that "it bids fair to be a complete success." Though its primary object is to educate and train teachers for the public schools of that place, all candidates properly qualified are admitted so long as there is room. The teachers have an opportunity to pursue studies usually taught in public schools. Instruction is given by lessons and lectures in methods of teaching, school organization and systems of education, and the students occupy a portion of the time daily in observation and practice in the model and practice-schools. It is intended that the course of instruction and training shall be very thorough. The requisites for graduation are a good knowledge of school organization, the principles of education, and methods of instruction and training, with successful practice in all the grades of the model schools. Only skilled teachers will be approved.

CITY TRAINING SCHOOLS IN INDIANA.

INDIANAPOLIS, INDIANA.

THE Training School of Indianapolis was organized March 1st, 1867, and placed under the charge of Miss Amanda F. Funnell, a graduate of the Oswego Training School, and a former teacher in that school. The design of this school is to give to those who have already completed the academic course of study, an opportunity to pursue a thorough course of training in the principles and methods of oral-instruction, and in the science of education and the art of teaching and governing schools.

The school was established with especial reference to meeting the demand for teachers in the schools of Indianapolis, and to furnish these schools with a supply of trained teachers. The Training School is supported from the public funds, as the other city public schools, and is under the supervision of the city superintendent of schools. The qualifications required for the admission of students are, good sound health, good moral character, and a good knowledge of the common English branches of study. The school has two departments, one of instruction, and one of observation and practice. In the former, the course includes the study of methods of teaching, reading, spelling, number, form, size, place, color; lessons on animals, plants, and objects; inventive drawing, language and geography. In connection with the study of methods, lessons are taken in mental philosophy, school economy, zoölogy and botany.

In the department of observation and practice, there are seven rooms, including the four primary and the two intermediate grades of the city schools, and a model school. These rooms are under the charge of three efficient and experienced critics and a model teacher. Each teacher employed as critic has the supervision of two rooms in which the members of the Training Department practice. The seventh room is intended for observation only, and is under the permanent instruction of the model teacher. The class of pupil-teachers is formed into two divisions, each division passing one-half of the time in each department. The time required for the course is one year.

The number of pupils is limited to twelve.

FORT WAYNE, INDIANA.

The Fort Wayne Training School was organized in August, 1867, having for its object the training of young ladies to take positions as teachers in the city schools. The instructors appointed were Miss Mary H. Swan, *Teacher of Methods*, and Miss Mary L. Hamilton, *Critic*; both graduates of the Oswego Training School, and both experienced teachers.

The school occupies one room for the teacher of methods, and five

school or practicing rooms, in each of which are forty-eight children. Ten young ladies, most of whom were graduates of the Fort Wayne High School, entered the first term. The students are divided into two sections, one of which is in charge of the teacher of methods in the morning, while the other is teaching in the practicing rooms under direction of the critic. The sections change places in the afternoon.

The teacher of methods gives lessons and lectures on the science of teaching, methods of teaching, number, primary arithmetic, place or geography, reading and language lessons, color, form and objects. An effort is made to present each subject objectively. Small classes of children are brought into the training room, and the teacher of methods gives an illustrative or model lesson on some one of the subjects under discussion, or calls upon some one of the pupil-teachers to give one, while the others are required to criticise the method and manner of giving it.

The pupil-teachers are also required to write out model lessons, stating the subject-matter of the lesson, the various points to be made, the questions they would ask to bring out these points, also the probable answers of the children, &c.

The work of the critic-teacher is indicated by the name. She goes about from room to room in the department of practice and criticises the work of the pupil-teachers, offers suggestions and gives illustrative lessons. She has the general charge and oversight of the practicing rooms. The teachers of the Training School also render valuable aid to the city Superintendent of schools, by giving model lessons to the primary-teachers in the Teachers' Institute, which is held weekly.

The Superintendent of the public schools of Fort Wayne, James H. Smart, Esq., in speaking of this school, says:

The results of the work, so far, are very gratifying.

I. It is economical, five regular school-rooms being taken care of for less money than any other five rooms in the city.

II. The methods of instruction are an improvement over the old methods. We think that these rooms will, *at present*, compare quite favorably with any other rooms in the city.

III. We are training up a class of *home teachers* who, being acquainted with *our system*, can take new schools as they are established and teach them with a certainty of success.

EVANSVILLE, INDIANA.

The Training School at Evansville was established by the Board of Education of the city in 1867. Its primary object is the training and preparation of teachers for the public schools of Evansville, but it is believed that its influence will extend not only to the schools of the city, but to all places where the teachers graduating from this school shall be employed. It was fully organized by the appointment of Miss Abbie A. Locke as Principal, and opened Sept. 9th, 1867.

The general course of study is similar to that adopted at Indianapolis and Fort Wayne. It includes mental philosophy, methods of teaching the ordinary school studies, philosophy of education, school government, and those branches necessary to "the cultivation of the students as teachers and members of a social and accountable race."

CITY TRAINING SCHOOL

AT NEW HAVEN, CONN.

THE Training School of New Haven originated in the effort of the Superintendent of Schools, Ariel Parish, Esq., to give to young persons who were candidates for the position of teacher, an opportunity to observe for a time the methods of teaching and discipline in daily practice in the city public schools. During the first year of the experiment, the candidates had little opportunity to teach, but the advantages derived from the process of observation were such as fully to warrant the adoption of other measures more valuable and efficient.

The opening of a new school in 1867 afforded a favorable opportunity to provide actual instruction for young teachers, and to carry out the proposed plan without additional expense to the district. The school was placed under an accomplished teacher, formerly from the State Normal School at New Britain, and four rooms were placed under her charge.

The aims and purposes of this school can be learned from the following statement of the Superintendent:—

This school has been organized on its present basis,

1. To avoid the necessity of employing, in responsible positions, young persons entirely destitute of preparation and experience, with no means of improvement, except by crude experiments on the children in their teaching and government, without any one to aid or guide them. It is believed that the instruction and practice of a single term here will better fit them for their duties as teachers, than a year's experience in the ordinary mode of guess-work teaching.
2. To save beginners from failure—disastrous to their reputation as teachers, and a very serious loss to the District in the demoralization of the school.
3. To furnish them practice in teaching while learning how to perform the duties required, under the supervision of a competent teacher, who shall be able to correct their errors, point out their defects, give advice, and render all needful assistance. Under her instruction they learn how to organize a school, to classify the pupils, and so order the daily exercises as to secure a complete systematic performance of all duties pertaining to the school.
4. Especial care is taken to present the best methods of elementary instruction, in all the branches taught, by daily practice; also, to indicate sources of information in educational publications by which the experience of others may be called into requisition.
5. Special attention is given to that most difficult of all duties, school government. While the order and discipline of the room is left in the hands of the teacher, the Principal is always ready, in cases of emergency, to advise and render assistance. The dispositions of the children, their temperaments and habits, their probable home treatment, are made prominent subjects of study; also the best method of encouraging the pupils to a cheerful observance of all requirements. Judicious modes of punishment are carefully sought for, to meet all necessary cases where other measures fail.
6. This school comprises the first four grades, properly the primary depart-

ment, of the school system, and the young teachers are confined to these in their practice; yet the instruction they receive involves general principles which are applicable to all the higher grades, and with good judgment in their application, experience will in due time enable them to take charge of higher rooms, according to their qualifications.

7. Among the gratifying results of the experiment, thus far, are the thoroughness of the instruction and the progress of the children in their studies. These are due, first, to the efficiency of the Principal, who is never satisfied with partial success, whose watchful care suffers no pupil to be neglected; and second, to the earnest desire of the young teacher to perform her work successfully, knowing that she can have no better passport to promotion. Parents who witness from time to time the exercises of the classes and the general movements of the school, can not but feel satisfied with what is done for their children.

8. In view of the results, on the whole, in providing competent teachers from the pupils as they complete their studies in our schools; in the excellent instruction the children receive; and in the economy of the arrangement, costing, as it does, less expenditure of money than would be required to conduct the school in the ordinary way, I commend this enterprise to the attention of the Board, as one of the most influential elements we possess in strengthening and perfecting the whole system of our public schools.

CITY TRAINING SCHOOLS,

SAN FRANCISCO, CALIFORNIA.

I. STATE NORMAL TRAINING SCHOOL.

THE first Training School for teachers in the public schools of San Francisco was organized, September, 1865, in the lower rooms of the building occupied by the State Normal School. Such was the popularity of the school, that additional class-rooms became necessary, and a separate building was provided by the city, in 1867, capable of accommodating two hundred and seventy-five pupils. The Superintendent of Schools in San Francisco gives the following account of this school in his Report for the year ending October 15, 1867:—

The management of the school is intrusted to one Principal, Mrs. C. H. Stout, and two assistant teachers, who are all appointed by the City Board of Education.

As its title implies, the school is designed primarily for the training of Normal School students in the art of teaching. These are deputized to teach, each for one week at a time, and twice during the term, one of the six training classes. Before assuming charge of a class, the pupil teacher is required to spend a week in special preparation for her work. This she does usually by studying the course of study prescribed for the class, by inspecting the methods of teaching pursued by other teachers already plying their task, and by receiving the suggestions of the Principal in regard to the details of school management. For each of the six grades in the school there is provided a programme of recitations, which vary in length from ten to thirty minutes. The subject of each lesson in oral instruction is assigned by the Principal, and of this lesson an abstract must be prepared by the pupil teacher and be presented to the Principal for criticism, before the same be given to the class.

The subject of each lesson, the date of the recitation, and the name of the teacher conducting it, are recorded by the Principal in a book provided for this purpose.

At the close of the week the Normal pupil makes out a report of the methods of teaching she has employed, and of the number and nature of the class exercises she has conducted, accompanying her report with such remarks pertinent to teaching as she may desire to make. To this report the principal attaches her record of credits assigned to the teacher for her performance in the Training School. The aggregate of these credits forms one-third of the maximum or standard required for graduation in the State Normal School. The Principal and her two assistants, besides exercising a constant supervision of the work and directing the unskillful efforts of the pupil teacher, themselves illustrate the principles of pedagogy by an actual application in teaching.

The fear once expressed that the primary pupils of the school would suffer from the frequent change of teachers, all of whom were to be regarded as untried and inexperienced in teaching, has proved to be groundless. Whilst there is no doubt that an incalculable advantage has accrued from this school of practice to the Normal School, it must be admitted that no disadvantage has been entailed, whilst securing this benefit, upon the children who depend upon this school for the rudiments of knowledge. In proof of this assertion, it may

suffice to state that this school has been subjected to the same examination as other schools in the city of like grade, and that it has never made less than eighty-five per cent. in the semi-annual examinations of primary schools held by the City Board of Education. This fact reveals a degree of proficiency on the part of the Training School not surpassed by any other primary school in the Department. Deprived of this experimental school, the Normal School would be wanting in one important requisite of success, and without its aid but few Normal graduates could ever aspire to any distinction as skillful instructors. To the Normal School the State even now looks for its regular supply of teachers. Should these instructors fail in any essential part of their professional duty, the children of our citizens must suffer the consequences of such failure. Upon the success of these teachers the Normal School rests its claims for public favor, whilst to the Training School, supported by the enlightened liberality of our Board of Education, must ever attach a large share of whatever honor the Normal School graduates may reflect upon their *alma mater*.

II. CITY TRAINING SCHOOL.

In 1867, the City Board of Education established a Training School for teachers in connection with the Girls' High School, under the special charge of a Principal, (Mrs. A. E. DuBois,) and an assistant. Originally there was but one model class, with forty pupils; at the close of the first three months, there was an attendance of two hundred and four primary pupils, distributed in six class-rooms, taught by members of the Normal Class of the Girls' High School, who are drafted for this purpose every week, under the direction of the Normal Principal and her assistant.

The members of the Normal Class will now pass as teachers into the public schools of the city, or elsewhere, with some experience in the instruction and management of children, and with some test of their ability to govern a school.

CITY NORMAL AND TRAINING SCHOOL, OF BOSTON, MASS.

This institution was established in September, 1852, as a Normal School for girls, receiving pupils from the grammar schools of the city, and educating them with especial reference to their teaching in the public schools. In 1865, the plan of the school was somewhat modified, the course of study was enlarged, and the name changed to the Girls' High and Normal School. The branches usually taught in High schools, including the Latin, French and German languages, were embraced in the list of studies, but combined with these, were exercises particularly adapted for the instruction of those who desired to become teachers.

In May, 1864, the school committee authorized the employment of a special instructor in methods of teaching, and Miss Jennie H. Stickney, of the Salem State Normal School, and afterward of the Training School at Oswego, was appointed to the place. Three primary schools, of two classes each, containing the six grades of the Boston system, were set apart as practice schools, and the whole was designated the Training department, under Miss Stickney.

The pupil teachers pass about one-third of the time in study, one-third in recitation, and one-third in the practice school. The methods in this department partake largely of "Object Teaching," as best adapted to primary schools, and its work has been extended until it embraces most of the distinctly professional work of a Primary Normal School, for such pupils of the Girls' High School as propose to teach.

The superintendent of the Boston schools, Hon. J. D. Philbrick, in his fifteenth semi-annual report, says: "The Training department continues to merit the commendation which has heretofore been bestowed upon it. Our primary schools have been already greatly benefited by the services of the graduates of this school."

The average whole number of pupils belonging to the Girls' High and Normal School in 1867, was 332, forty more than in the preceding year. The average daily attendance was 323, and the per cent. of attendance, 96. Of 1,693 pupils admitted to this school from 1852 to 1865, 415 graduated, and 368 were employed as teachers in the public schools.

The Course of Studies in the Girls' High and Normal School will be found on the next page.*

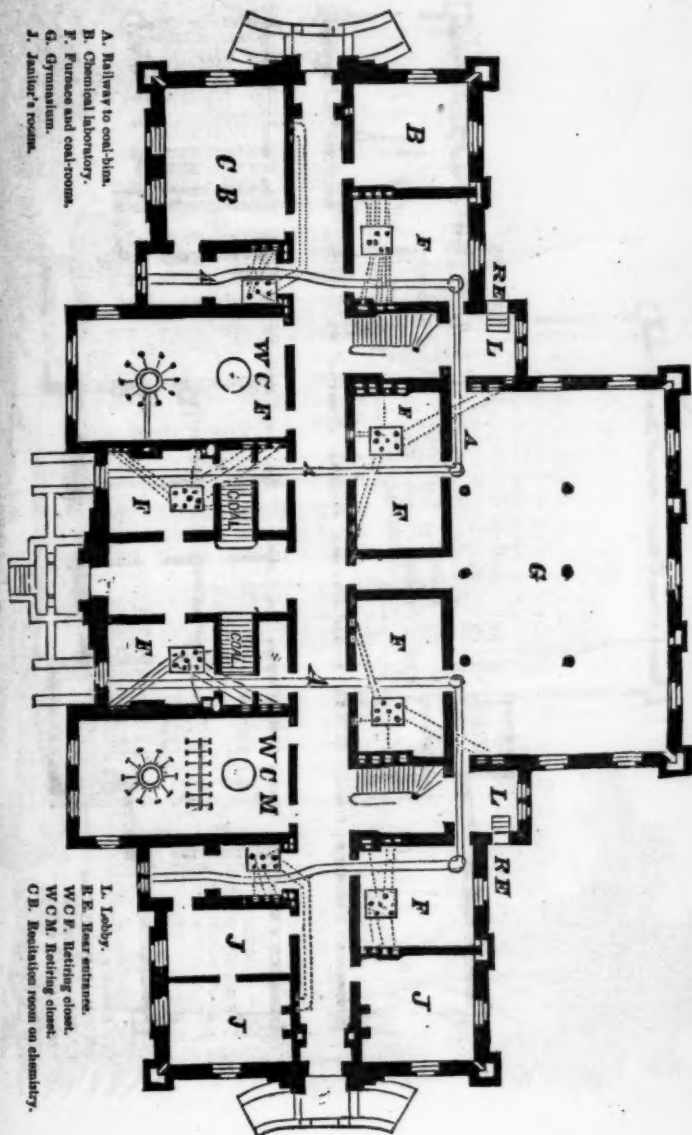
* An account of the Normal School for Girls, and the Girls' High School, with the antecedent history of female education in the Public Schools of Boston, will be found in Barnard's *American Journal of Education*—XIII, 243-80.



W. D. B. 1887

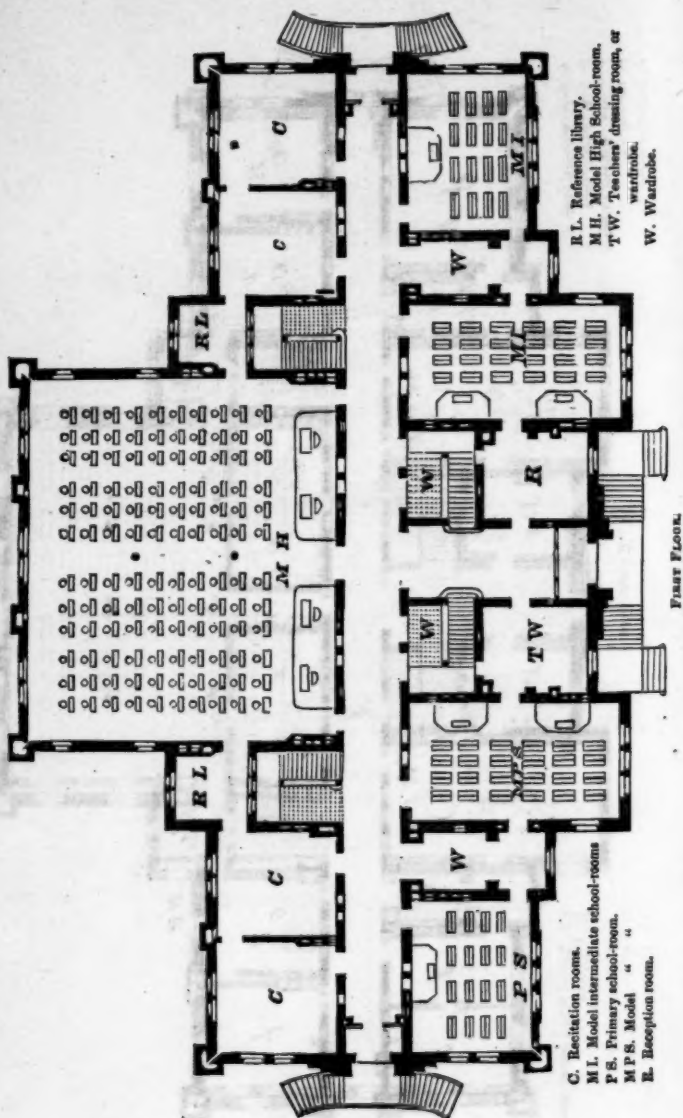
INDIANA STATE NORMAL SCHOOL. Terre Haute.

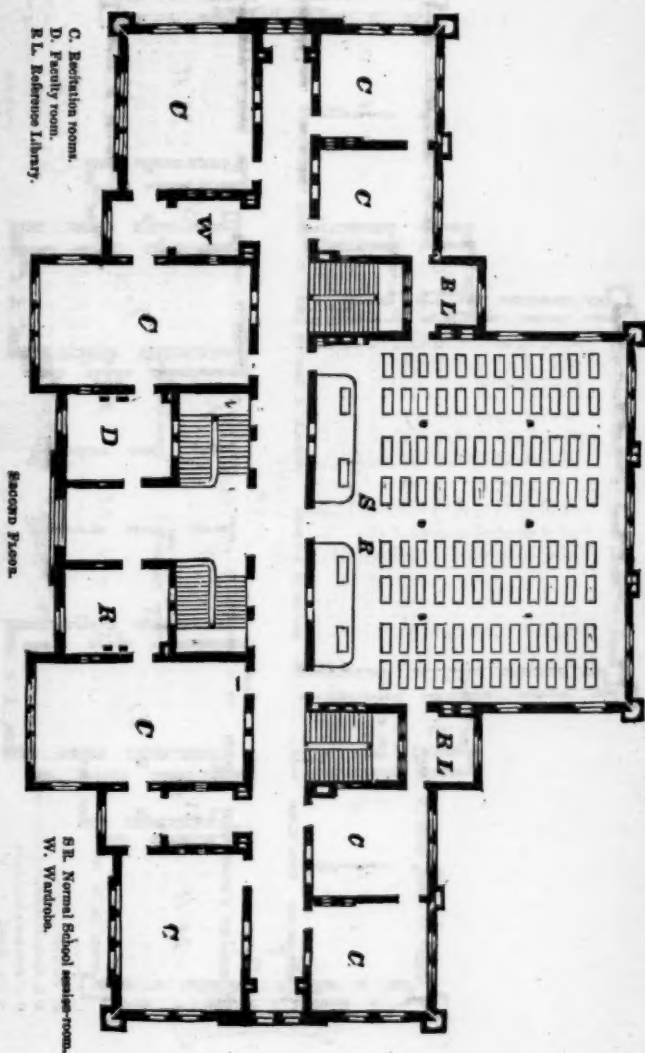
- A. Railway to coal-sheds.
B. Chemical laboratory.
F. Furnace and coal-rooms.
G. Gymnasium.
J. Junior's rooms.

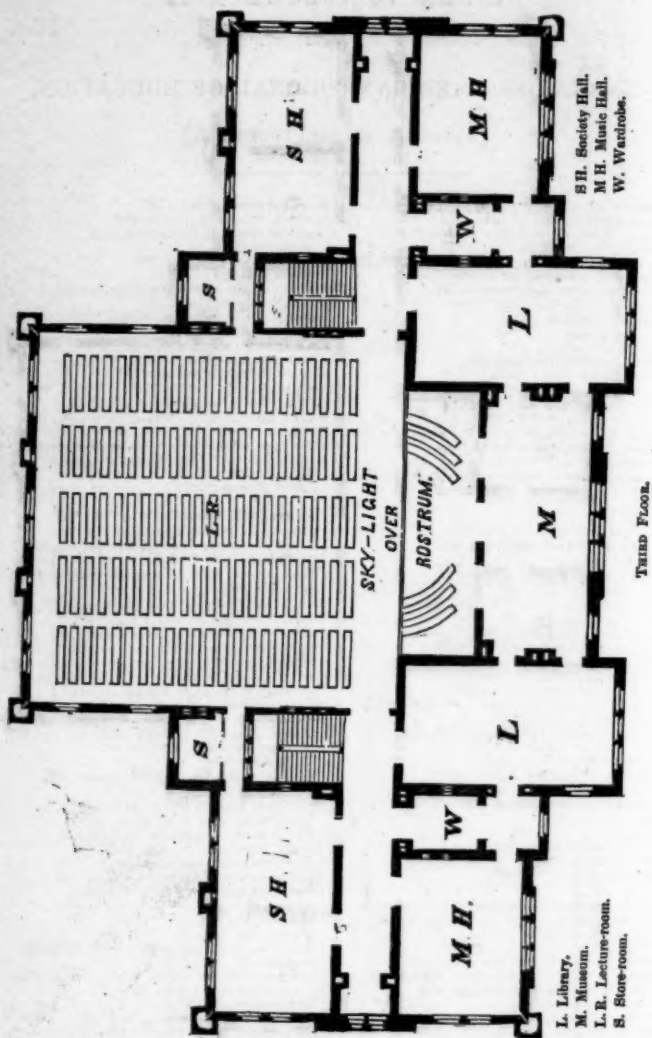


- L. Lobby.
R.E. Rear entrance.
W.C.F. Washing and Changing.
W.C.M. Washing and Changing.
J.C.M. Junior's Changing and Mending.

Basement Plan.







INDEX TO VOLUME XVII

OF

BARNARD'S AMERICAN JOURNAL OF EDUCATION.

[NATIONAL SERIES, VOLUME I.]

- Academies, 33; Circular respecting, 561.
 Massachusetts policy of, 514.
 Academy of Science, etc., 86; Austria, 184.
 Accidents, by Little, 225.
 Adams, J. Q., School Reforms in Silesia 1804, 125.
 Admission of Scholars, 303.
 Agriculture, study of, by women, 636.
 Essay on, by Cowley, 334.
 Agricultural Schools, 523.
 Oldenburg, 523.
 Zurich, 359, 549.
 Alphabet, mode of teaching, 196.
 Alabama, 107.
 Constitution of 1819; of 1865, 108.
 Albany, Normal School at, 708.
 Alenstain, Ministry of Public Instruction, 441.
 Ames, A. E., School land policy in Minnesota, 69.
 American Academy of Arts and Science, 87.
 American Journal of Education, 9.
 Classified Index of Subjects, Vols. I.-XVI., 17.
 Apparatus and Library, in Austria, 152.
 Prussia, 555.
 Zurich, 374.
 Apprentice Schools in Austria, 167.
 Architecture, Schools of, Zurich, 339.
 Austria, 155.
 Arkansas, State of, 110.
 Constitution of 1833, 110.
 Arnold, Collection of Birds in 1774, 93.
 Archeology, American, 427.
 Art, in Female Education, 636.
 Astronomical Observatory, cost of, 52.
 Attendance at School compulsory, 315, 531.
 Augustine, St., 626.
 Austria, public instruction in, 129.
 Secondary instruction, history of, 123, 135.
 Latin Schools prior to 1711, 129.
 Jesuits, Plarists, Benedictines, 123, 171.
 State Board of Education, 131.
 Teachers' Associations, 134.
 Statistics, 1825, 1833, 140.
 Present organization of Gymnasiums, 144.
 Results of present system, 157.
 Real-Schools, 160.
 Hungarian princes, 169.
 Croatia, and Slavonia, 180.
 Transylvania, 181.
 Statistics, 182.
 Barnard, Henry, Commissioner of Education, 63.
 Plan of Journal of Ed'n. 9; Central Agency, 9.
 Teachers' Institute in Wisconsin, 755.
 Barring out the Schoolmaster, 316.
 Beautiful, the, in Female Education, 635.
 Bernhard's Study Plan for a Gymnasium, 493.
 Benefactors of Education, Hayman, 175.
 Monson Academy, 567.
 Biography of Teachers, 83.
 Birch and Rod, 313.
 Blackboard, used in 1950, by Cominius, 193.
 in Cheshire, Conn. in 1801, 568.
 Blind, Schools for, 31.
 Boarding arrangements, 737.
 Boarding Schools in Austria, 184.
 Boarding round, in Connecticut, 621.
 Vermont, 186.
 Bohemia, Schools in, 131, 168.
 Boniface, St., 624.
 Bonner and the Rotherham Schools, 320.
 Bonitz, Hermann, 141.
 Boston, City Training School, 80.
 Boutwell, George S., 701.
 Brandenburg, province of, 459.
 Instructions, 466.
 Breslau, Pedagogic Seminary, 489.
 Bridgewater (Mass.) State Normal School, 639.
 Brinsley, John, Grammar School, 247.
 Brooks, Charles, and Normal Schools, 647, 664.
 Brougham, Henry, the Schoolmaster is abroad, 53.
 Bullock, Gov., Address on Normal Schools, 671.
 Burgher Schools of First Grade, 501, 617, 621.
 Busby, R., 269.
 Buxtorf, Epitome, 287.
 California, 119. Constitution of 1849, 119.
 State and City Normal School, 769, 819.
 Cabinets of Natural History, &c., 86, 506, 547.
 Catechumens, 493.
 Canada, Upper, Public Instruction in, 531, 592.
 Calligraphy, 316.
 Calif, Plan of Library for Masters' use, 318.
 Carter, J. G., and Normal Schools, 661.
 Castine (Maine) State Normal School, 778.
 Cato's Distichs, in English and Latin, 291.
 Cellarius, and a Teachers' Seminary at Halle, 484.
 Central Agency of Education in 1842-54, 11.
 Channing, W. E., early Schools of, 189.
 Chapters of Teachers in Zurich, 553.
 Charleston (S. C.) State Normal School, 787.
 Cheshire, Episcopal Academy, 556.
 Chemistry, School of, 371.
 in Austria, 165.
 Chronological review of Gymnasiums, 508.
 City Training Schools, 806, 809, 812.
 City School Organization in Prussia, 409.
 Magdeburg order of visitation, 463.
 Class Book of Discipline in Austria, 153.
 Classes, Number in Austria, 153.
 in Prussian Gymnasiums, 493.
 Class professors in Germany, 499.
 Classification of pupils in Austria, 153.
 Oldenburg, 520.
 Prussia, 493, 502.
 Zurich, 333, 343.
 Clergy, the, and Popular Education, 219, 644.
 Coast Survey, cost of, 52.
 Cochran, D. H., and N. Y. Normal School, 711.
 Co-education of the sexes, 335.
 Advantages of, 238.
 Disadvantages considered, 392.
 Experience of the Friends' Schools, 397.
 Commissioner of Education appointed, 63.
 Compulsory school attendance, 53, 225.
 Zurich law, 333.

- Connecticut, early educational history, 88, 216, 607.
 Statistical data, 83.
 Constitution of 1818, 89.
 School Fund, 89; Normal School, 655.
 Conductor in German Gymnasiums, 470.
 Constitutional provision respecting education, 81.
 Conant, M., and Normal Schools, 689.
 Commercial Academy in Austria, 160.
 Compatriots, 461.
 Common Place Book, 243.
 Corporal punishment, 813, 590, 608.
 Forbidden in Austria, 184.
 Cowley, Abram, 325.
 Plan of Philosophical College, 327.
 Essay on Agriculture, 334.
 School of Agriculture, 338.
 Concert Recitations, 415.
 Cousin's tribute to Prussian Schools, 444.
 Courses of Study, Elementary School, 335.
 Gymnasiums, 357, 496.
 Normal Schools, 334.
 Real-Schools, 624.
 Croatia, Schools in, 180.
 Curiosity, aim of Teachers to excite, 642.
 Curriculum Vitae, in Prussia, 478.
 D'Aguesseau, value of minutes, 640.
 Dams, Nathan, Report on Academies, 574.
 Dame's School, 555.
 Dante on Early Rising, 629.
 Davenport (Iowa) City Training School, 313.
 Deaf mutes, Schools for the, 54.
 Delaware, 54.
 Constitution of 1831, 84.
 Denominational Schools, 84.
 Department of Education, 63.
 Detention after School, 508.
 Diary of Study and Religious Culture, 637.
 Dickenson, J. W., Philosophy of Teaching, 381.
 Dilworth's Spelling, 219.
 Directors of Prussian Gymnasiums, 464.
 Dinter, Official duty to Education, 61.
 Discipline, Austria, 153.
 Prussia, 556.
 Docendo Discimus, 408.
 Drawing, in Austria, 165.
 Teachers of, in Prussia, 483.
 In Female Education, 683, 686.
 Dramatic Exercises, 567.
 Duff, Grant, 695.
 Dupanloup (Bishop), Studious Women, 623.
 Thoughts on Female Education, 623.
 Dwight, Edmund, 690.
 Henry E., on Prussian Schools, 641.
 Timothy, 185, 223.
 N., Geography, 230.
 Edinboro' (Penn.) Normal School at, 752.
 Eichhorn's administration of Schools, 444.
 Eller, G., 446.
 Eliott, John, and Schools, 215.
 Emerson, G. B., Lesson of the hour, 602.
 Normal School Advocate, 665.
 Emporia (Kansas) Normal School, 771.
 Erasmus, *De ratione Institutiendi*, 271.
 Ethnology, American, 424.
 Plan for a General Society, 425; Museums, 428.
 Exchange of Programmes and Documents, 566.
 Expulsion as Discipline, 506.
 Explanations to Children, 421.
 Evansville (Ind.) City Training School, 316.
 Everett, E., Normal School, 564.
 Examinations of Teachers in Prussia, 475.
 Examen pro loco, 475.
 Examen pro facultate docendi, 477, 481.
 Examen pro ascensione, 477.
 Curriculum Vitae, 478.
 Condition, 481.
 Trial year, 480.
 Exner and Austrian Schools, 140, 162.
 Factory Children, Zurich, 342.
 Facultas Docendi, in Prussia, 478.
 Faculties, order in the development of, 417.
 Faith, faculty of, 419.
 Fairchild, J. H., co-education of the sexes, 385.
 Farmington (Maine) State Normal School, 777.
 Farnum preparatory Normal School, 738.
 Farquhar's index rhetoricus, 265.
 Fellbiger, Educational Reform in Silesia, 128.
 Female principalship of Normal School, 672.
 Teachers, 672, 679; Education, 623.
 Handiwork in Schools, 533.
 Ferdinand I., and Schools of Austria, 139.
 Feuchtereleben, and Austrian Schools, 140, 151.
 Final Examinations in Prussia, 479.
 Florida, 113.
 Constitution of 1839, 112; of 1865, 112.
 Fort Wayne City Training School, 315.
 Fowler, W. C., Schools as they were in Conn., 211.
 The Clergy and popular Education, 211.
 Forestry, School of, 572.
 France, School statistics in 1865, 61.
 Francis I. and Schools of Austria, 135.
 Framingham State Normal School, 659.
 Fraser, J., on Training Schools of England, 795.
 Frederic I. and Schools, 430.
 Frederic II., 436.
 Frederic William I., 438.
 Frederic William III., 438.
 French Language in Prussia, 463, 496.
 French Views of Female Education, 623.
 Funds for Education in Austria, 155.
 Zurich, 348, 535.
 Gallaudet, T. H., and Normal Schools, 664.
 Garfield, James A., on National Education, 49.
 Gedike, 475, 467.
 Georgia, 77, 90.
 Early land policy, 65.
 Constitution of 1789, 90.
 German language in Austria, 149, 164.
 In Prussia, 497.
 Geography and History in Austria, 150, 165.
 In Prussia, 479.
 George, Elector John, 435, 490.
 German Universalists, 596.
 Relations to the Gymnasium, 599.
 Prolonged attendance at 602.
 Gorman, Willis A., land policy of Minnesota, 70.
 Government and Education, 314.
 Punishment and Prevention, 515.
 Taxation for Schools, 323.
 Graduation of pupils, 163.
 Grammar School of England in 1636, 225, 238.
 Hoois's Method of teaching, 225.
 Method of founding, 233.
 Greek in Austrian Schools, 148.
 In Prussian Gymnasiums, 497.
 Guizot, education of the people, 59.
 Gymnasial Journal in Austria, 143.
 Gymnasium in Austria, 129, 144.
 Oldenburg, 522.
 Prussia, 433, 515.
 Zurich, 357.
 Gymnastics, instruction in Prussia, 494, 500.
 Teachers of, in Prussia, 288.
 Guizot on Normal Schools, 600.
 Hale, Sir Mathew, plan of Education, 77.
 Hall, S. R., and Normal Schools, 662.
 Hammond, C., 563.
 Hallachka, and Austrian Schools, 139.
 Halle, Pedagogic Seminary, 489.
 Hart, John S. and Normal Schools, 401, 732.
 Professional Education of Teachers, 401.
 Harvard College, 85, 190.
 Hartlib, Samuel, 336.
 Haynan, benefactions of, 176.
 Heating Apparatus, 551.
 Hebrew, in Prussian Gymnasiums, 482.
 Hecker, J. Julius, and Real-Schools, 501.

- Henry, Patrick, 94.
 History, Teachers of, trained in Prussia, 496.
 Hodder, James, 315.
 Hobenzollern, district of, 455.
 Home Education, 35.
 Hoole, Charles, 192.
 on Object-teaching, 192.
 the Petty School, 193.
 the Grammar School, 225.
 Usher's duty, 223.
 the Master's method, 227.
 Scholastic discipline, 235.
 Principles of School management, 322.
 Horn-book in Delaware, 187.
 in N. York, 555.
 Hours of Instruction in England in 1690, 801.
 Zurich, 532.
 Hulburd, C. T., and Normal Schools, 705.
 Humboldt, William Von, 449.
 Hungary, Public Schools, 169.
 Husbandry, knowledge of, for all, 79, 334.
 Hypatia, 524.
 Idiots, schools for, 31.
 Ignorance, dangers of, to woman, 626.
 Illinois, 107.
 Constitution, 107.
 Normal University, 745.
 Indianapolis, Ind., City Training School, 815.
 Incarceration as discipline, 506.
 Indiana, 104.
 Constitution of 1816, 105; of 1851, 105.
 State Normal School, 781.
 Industry, School of, 338.
 Institutes, Teachers', 755.
 Wisconsin, 755.
 Ohio, 803.
 Iowa, 115.
 Constitution of 1846, 115; of 1857, 116.
 State Normal School, 725.
 City Training School, 814.
 Janitors of Prussian gymnasia, 473.
 Jefferson, T., ordinance of 1794, 66.
 School Bill for Virginia, 95.
 Letter to Washington, 46.
 Letter to J. C. Cabell, 95.
 Professorship of Agriculture, 45.
 Jesuits, Schools of Austria, 124, 171.
 Johnson (Vt.) State Normal School, 790.
 Johnson, Samuel, public land, and education, 65.
 Joseph I. and Schools of Austria, 131.
 Joseph II. and Schools of Austria, 133.
 Kansas, 121.
 Educational land grants, 73.
 Constitution of 1859, 121.
 Normal School, 771.
 Kentucky, 77, 100.
 Constitution of 1850, 100.
 Kleeman, 142.
 Kussnacht, Normal School at, 351.
 Kutztown, (Pa.) Normal School at, 754.
 Lang, I. F., and Austrian Schools, 135.
 Land Policy of United States, 65.
 Language employed in instruction, 144.
 Latin, study of, in Austria, 135, 148.
 Prussia, 496.
 Composition, 405, 496.
 in German Gymnasiums, 493.
 Method of study by Hoole, 227.
 Lebanon, Ohio, State Normal School, 796.
 Leather Spectacles, for discipline, 189.
 Lee, Richard B., tribute to New England, 94.
 Legislators and National Education, 51.
 Leopold II., and Austrian Schools, 131.
 Lewis, Samuel, and Normal Schools, 798, 806.
 Little's Grammar, 261.
 Lindley, Philip, and Teachers' Seminars, 729.
 Literature in Female Education, 636.
 Lioba, 524.
 Lombardy and Venice, School statistics, 140, 182.
 Lorinser on Health in Gymnasiums, 494.
 Louisiana, 102.
 Constitution of 1845, 103; 1852, 108; 1864, 104.
 State and City Normal School, 800.
 Lycea in Austria, 135.
 Maine, 91.
 Constitution of 1820, 91.
 Normal School system, 795.
 Magyar Schools, 174, 179.
 Manchester (Iowa) City Training School, 814.
 Mann, Horace, cited, 51.
 Normal School Advocate, 694, 692, 801.
 Address at Bridgewater, 693.
 Mansfield (Pa.) Normal School, 753.
 Manners and Good Behavior, 220.
 Maria Theresa, and Schools of Austria, 131, 170.
 Master's Method, by C. Hoole, 267.
 Maryland, 97.
 Constitution of 1864, 97; of 1867, 98.
 State Normal School, 779.
 Mathematics in Austria, 150, 105.
 Prussia, 497.
 Massachusetts, 83.
 Early Educational history, 83.
 Constitution of 1780, 85.
 Amendment of 1857, 88.
 Normal School System, 657.
 Policy of Academies, 574.
 Maturity Examination in Prussia, 449, 492.
 Austria, 155.
 Zurich, 539.
 Martini, and Austrian Schools, 134.
 Marx, Gratian, 132.
 Mathematics, Teachers for, trained, 486.
 Matile, George, 424.
 May, S. J., and Normal Schools, 697.
 Mental Philosophy in Prussian Gymnasiums, 498.
 Mechanics and School of Industry, 571.
 Memory, the cultivation of, 415.
 Methodical Order, value of, 639.
 Michigan, 110.
 Constitution of 1837, 111; of 1850, 111.
 State Normal School, 719.
 Milan (Ohio) Normal School, 794.
 Military Schools, 34.
 Millersville (Pa.) Normal School, 762.
 Mill, J. S., Government and Education, 57.
 Milton, John, cited, 68.
 Minnesota, 119.
 Educational Land Grants, 69, 74.
 Constitutional provision, 70, 119.
 Normal School, 761.
 Mississippi, 104.
 Constitution of 1817, 107.
 Missouri, 108.
 Constitution of 1820, 108; of 1865, 108.
 Normal Schools, 809.
 Moral Education, 34.
 Monson (Mass.) Academy, 563.
 Instructors of, 563.
 Benefactors, 567.
 Departments of instruction, 568.
 Montalembert on Female Education, 625.
 Montgomery, Miss E., Schools of Wilmington, 187.
 Models, Workshop for making, 574.
 Monitors of attendance, 311.
 Morality, Idea of, in Austrian Schools, 133.
 Muhler, Von, Ministry in Prussia, 447.
 Mulcaster, Richard, 227, 293.
 Positions cited, 298.
 Music, Teachers of, in Prussia, 453.
 in Female Education, 633.
 National recognition of Education, 41.
 University proposed in 1787, 41.
 Natural History in Austrian Schools, 151.
 Prussia, 457.
 Naval Schools, 34.

- Navigation Schools in Oldenburg, 523.
 Nebraska, 124.
 Constitution of 1867, 124.
 State Normal School, 791.
 Nevada, 123.
 Constitution of 1864, 123.
 Needle-work for girls, 188.
 New discovery of the Old Art of Teaching, 207.
 New Hampshire, 90.
 Constitution of 1784, 90.
 Agricultural Land Grant, 185.
 College of Agriculture, 185.
 New Haven Colony, 216.
 New Haven City Training School, 817.
 New England Primer, 219.
 New Jersey, 92.
 Constitution of 1796, 92.
 State Normal School, 727.
 New Orleans, Normal School at, 808.
 New York, 92.
 Constitutions of 1822 and 1846, 92.
 State Normal Schools, 703, 713.
 Newell, M. A., 779.
 Nicolovius, 440.
 Niles, Master Sands, School, 607.
 Studies and Discipline, 608.
 Normal School defined and described, 401.
 Normal Education, Special objects of, 797.
 Results of, 798.
 Normal Institutes, 803.
 Normal School Buildings,
 Albany, 709.
 Bridgewater, 691.
 Charlestown, 786.
 Frammingham, 659, 680.
 Illinois, 746.
 New Jersey, 739.
 Oswego, 717.
 Salem, 684.
 Terre Haute, 782.
 Trenton, 739.
 Westfield, 653.
 Winona, 755.
 Normal Schools under State auspices, 657.
 California, 769.
 Connecticut, 665, 799.
 Delaware, 807.
 Illinois, 745.
 Indiana, 781, 812.
 Iowa, 725.
 Kansas, 771.
 Maine, 773.
 Louisiana, 808.
 Maryland, 777.
 Massachusetts, 657.
 Minnesota, 761.
 Missouri, 809.
 Nebraska, 791.
 New Jersey, 729.
 New York, 703.
 Ohio, 793.
 Oldenburg, 523.
 Pennsylvania, 752.
 Vermont, 780.
 West Virginia, 806.
 Prussia, for Gymnasial teachers, 441.
 Zurich, 345, 365, 361.
 England, 793.
 Normal Schools for City Teachers, 809, 817.
 Boston, 821.
 New Haven, 817.
 St. Louis, 809.
 Indianapolis, 813.
 North Carolina, 98.
 Constitution of 1776, 99.
 Northrop, B. G., Results of Normal Schools, 799.
 Nowell, Catechism in Greek, 200.
 Oberlin College, 400.
 Plan of Female Education, 385.
 Obligatory Studies, 147.
 Ohio, 101.
 Ordinance relating to Public Land, 65.
 Constitution of 1802, 102; of 1861, 102.
 Normal Schools, 791, 795.
 Oldenburg, Grand Duchy, 519.
 Public instruction, 519.
 Elementary Schools, 519.
 Burger Schools, 520.
 Secondary Schools, 522.
 Special Schools, 523.
 Infant Schools, 521.
 Optional Branches, in Austria, 137, 147, 156.
 Orbis Pictus, of Comenius, 227.
 Ordinance of Congress in 1785, 41, 68.
 Oregon, 120.
 Constitution of 1857, 120.
 Oswego (N. Y.) State Normal School, 713.
 Plan of Building, 713.
 Oxford, (Eng.,) Endowment of, 606.
 Page, D. P., Normal School Work, 706.
 Parents, duty of, 645.
 Patterson, Mark, 597.
 Parochial School in Austria, 163.
 Paula, 624.
 Pedagogic's Chair, at Halle, 437.
 Pedagogic Seminars, 155, 487.
 Institute and Seminary at Vienna, 155.
 Royal Institution at Berlin, 487.
 Seminary at Stettin, 488.
 Seminary at Halle, 489.
 Pedagogium at Magdeburg, 489.
 Pennsylvania, 93.
 Constitution of 1790, 93.
 System of Normal Schools, 752.
 Penmanship, 815.
 Pension of Teachers in Prussia, 474.
 Austria, 153.
 France, 61.
 Zurich, 553.
 Perkins, George R., 710.
 Peru (Nebraska) State Normal School, 791.
 Petty School by Charles Hooke, 195.
 Alphabet, spelling, writing, discipline, 195.
 Phelps, W. T. and Normal School, 782, 762.
 Phelps, Mrs. Almira Lincoln, 611.
 Portrait of, 609.
 Memoir, 611.
 List of Publications, 620.
 First Experience as a Teacher, 621.
 Philology, 36.
 Philological Seminars, Prussia, 485.
 Philosophy and Art of teaching, 155, 381.
 Philosophy and Psychology, 162, 498.
 Philosophical Course and Schools, 136, 173.
 Physical Education, 35, 500.
 Physics, Austria, 150, 155.
 Piano, useless practice on, 633.
 Piastis, in Austria, 129.
 Pierce, Cyrus, 656.
 Pinckney on National University, 11.
 Plan of Grammar Schools in 1636, 296.
 Plans of Instruction in Austria, 143, 155.
 Prussia, 492.
 Zurich, 633.
 Oldenburg, 520.
 Plan of Life, for Women, 638.
 Plan of Lesson, general principles, 493.
 Austria, 148.
 Platteville (Wis.) State Normal School, 758.
 Play-day, granting of, 362.
 Political Science, School of, 372.
 Pomerania, province of, 462.
 Polytechnic School at Zurich, 369.
 Portraits of Teachers, 38.
 Bishop, N., 209.
 Garfield, J. A., 1.
 Phelps, Mrs. A., 669.
 Ryerson, E., 577.
 Posen, province of, 499.
 Private Schools in Austria, 154.

- Private Schools in Oldenburg, 521.
Prussia, 507.
Zurich, 390, 532.
- Primary Schools, 343.
Oldenburg, 519.
Hungary, 177.
Zurich, 311.
Prussia, 433.
- Early School movements, 433.
- Privileges of a Diploma, 507.
- Programmes of Schools, 504.
System of exchange, 505.
- Protestantism and Popular Education, 213.
- Probation Book of Merchant Tailors' School, 252.
- Professional Schools, 509.
- Professional Training of Teachers, 653.
- Professor, Title of, in Prussia, 471.
- Progymnasium in Prussia, 516.
- Prussia, Province of, 449.
- Prussia, Kingdom, 433.
- Tribute to System of Education, 645, 647.
- System of Secondary Schools, 433.
Local Administration, 460.
City Deligay, 461.
Teachers, 462.
Examination, 474.
Plans of Study in 1837 and 1857, 495.
Scholastic year, 503.
Vacations, 504.
Programmes, 504.
Books of Reference, 505.
Discipline, 505.
Position in Classes, 516.
Privileges of Graduates, 507.
- Chronological Review, 508.
Classification by Provinces, 515.
- Teachers' Seminaries, 641, 647.
- Public Schools, Land Reservation, 68.
- Punishment and Prevention, 313, 323.
- Paritarianism and Popular Education, 214.
- Questioning, art of, 409.
Example of, 411.
- Ramsay, Governor of Minnesota, 71.
- Randolph (Vt.) State Normal School, 790.
- Read and write, ability to, in an Elector, 82, 88.
- Reading, how taught, Hoole's system, 301.
- Reasoning, training of, 420.
- Real Gymnasium, 501.
- Real-School, 160, 344, 501.
Austria, 160.
Prussia, 501, 517.
Zurich, 344.
Plan of Studies, 502.
- Recitations, thoughts on hearing, 415.
- Reformation in Germany, 508.
Schools before, 508.
- Regular Attendance, how secured, 341.
- Religion in Prussian Gymnasiums, 498.
Austria, 151.
Zurich, 533.
- Religious instruction, 499, 637.
Discipline of, 34, 499.
Morality and knowledge, 329.
- Reference, Books of, 317, 605.
- Revan, F., on Paris professors, 596.
- Repetitions, 307.
- Repetition School in Zurich, 344.
- Research and Instruction, union of, 598.
- Rhine, province of, 455.
- Rhode Island, 91.
Constitution of 1842, 91.
- Results of Normal School, 799.
- Right bringing up of Girls, 634.
- Rockwell, John A., and Public Land, 63.
- Ryerson, E., Memoir and Portrait, 577.
Value of Normal Schools, 798.
- Rotherham School, 520.
- Sabbath School Teachers, 409.
- Salem (Mass.) State Normal School, 697.
- San Francisco, City Normal School, 819.
- Saxony, Province of, 463.
- Salaries of Teachers in Austria, 153, 166.
Prussia, 473.
Zurich, 349, 552.
Oldenburg, 552.
- Shemerlin's Ministry, 143.
- School Architecture, Normal Schools, 680, 683, 717,
740, 747, 765, 822.
Austria, 153, 167.
Prussia, 645.
Zurich, 351.
- School Fund, 65.
Connecticut, 89.
Zurich, 348, 353, 537.
- School Land, 65, 72.
- Schools as they were sixty years ago, 5th Art., 184.
Sixth Article, 555, 607.
- Schoolmasters social position in Conn., 217.
- School-books, old, 293, 275, 278.
- School of Practical Science, 831.
- Scholastic Discipline, by Hoole, 293.
- Schulze, J., 441.
- Seuckmann, 431.
- Sclavonia Public School, 180.
- Secondary Schools, Austria, 129, 144, 160.
Oldenburg, 522.
Prussia, 433.
Zurich, 351, 357, 535.
- Seaton, Samuel W., Reminiscences of Schools, 555.
- Seating of Scholars, 304.
- Self-Education, 35.
- Seminary for Teachers of Gymnasiums, 155, 484.
Halle, under Wolfe, 494.
Konigsberg, under Erfurt, 485.
- Berlin, under Bockh, Buttman, Lachmann, 485.
- Gröfswalde, under Meier, Schomann, 485.
- Breslau, under Schneider, Passow, Roosbach, 485.
- Bonn, under Nake, Heinrich, 485.
- Munster, under Nadermann, 485.
- Vienna, 155.
- Seber, F. J., 458.
- Sexes, Co-education of, Oberlin, Ohio, 365.
Zurich, 342.
- Shaw, John A., 695.
- Silesia, Province of, 125, 451.
- St. Louis Normal School, 809.
- Smith, William, at Cheshire, Ct., 557.
- Social position of Teachers, 217.
- Society, Duties of, 633.
- South Carolina, 90.
- State Normal School, 787.
- Special Schools, 83.
- Spelling, Method of teaching, 198.
Choosing Sides, 609.
- Sparks, Michael, Janua Latine Linguae, 264.
- State Supervision, Austria, 132, 144.
Oldenburg, 518.
Prussia, 462.
Zurich, 535.
- Statistics of Gymnasiums, Austria, 140, 144, 157,
Prussia, 603.
Zurich, 352.
- Statistics of Elementary Schools,
Austria, 177, 181.
Canada, 591.
France, 61.
Oldenburg, 52.
Zurich, 349.
- Statistics of Secondary Schools,
Austria, 157, 177, 181, 182.
Canada, 592.
France, 61.
Oldenburg, 522.
Prussia, 614.
Zurich, 352.
- Statistics of Real-Schools,
Austria, 167, 181.
Oldenburg, 522.
Prussia, 617.

- Statistics of Normal Schools, Austria, 155; Oldenburg, 533; Prussia, 484; United States, 648; Zurich, 365.
- Statistics of Universities, &c., 184, 526, 592, 606.
- Stearns, E. S., History of Normal School, 661.
- Stenography, 500.
- Stevens, Thaddeus, 56.
- Story, Joseph, Harvard as it was, 190.
- Stockwood, pro-gymnasium, 277.
- Studies, Elementary, Austrian Schools, 147; Oldenburg, 530; Zurich, 632.
- Studies, Secondary, Austria, 147, 164; Oldenburg, 530; Prussia, 486, 502; Zurich, 352, 346.
- Studies, Polytechnic, 369.
- Studies, University, 368.
- Studies and Conduct, Sir Mathew Hale, 77.
- Studies and Methods, discussions of, 27.
- Supplementary Schools, 35.
- Swern, 460.
- Swieten, Gerhard Van, 131.
- Switzerland, Area, Population and Schools, 524.
- Synod of Teachers, 347, 654.
- Sybel, Prof. H. Von, on German Universities, 595.
- Switchee, Madame, Early Rising and Method, 640.
- Tanya Schools in Hungary, 176.
- Tappan, (Master), 218.
- Teachers of Normal schools, Boutwell, 701.
- Bullock, 673; Mann, 696; Washburn, 678.
- Teachers of Public Schools, 702.
- True Dignity of, 847.
- Professional Training of, xxxi, 345, 484, 667.
- References to Authors on, 30.
- Schools for, 89, 657, 800.
- Portraits of, 49.
- Austria, 144; Canada, 592; Oldenburg, 532; Prussia, 474, 484, 546; Zurich, 347, 550; United States, 657.
- Teachers of Gymnasiums and Superior Schools, 463.
- Examination, Prussia, 464; Austria, 156, 166; Zurich, 347.
- Appointment, 474; Rank, 470; Absence from School, 472; Discharge, 472; Pension, 474.
- Teaching as a Profession, 653, 616, 796.
- Teachers' Seminaries, for Austria, 142.
- Oldenburg, 523; Prussia, 436.
- Zurich, 355, 361, 545.
- Teachers, Appointment of, Austria, 146.
- Prussia, 460; Zurich, 650.
- Teachers, Examination of, Austria, 145.
- Prussia, 474; Zurich, 345.
- Tennessee, 101; Constitution of 1835, 101.
- Textor's *Epistles*, 372.
- Terre Haute (Ind.) State Normal School, 781.
- Text-books, how selected, Austria, 162.
- Prussia, 504; Zurich, 345.
- Texas, 118; Constitution of 1845, 118.
- Teachers' Salaries, Austria, 147; Oldenburg, 522.
- Thiersch, F., Tribute to Prussian Schools, 444.
- Thinking, Faculty for, 590.
- Theological Schools in Austria, 184.
- Topper on Ornamental Studies, 633.
- Thun, (Count.) Ministry of, Prussia, 141.
- Tilden, Caroline E., 667.
- Tradescant, John, 315.
- Training and Teaching, 413.
- Trade School in Oldenburg, 523.
- Transylvania, Public Schools, 170, 174.
- Trial year, of Gymnasial Teachers in Prussia, 489.
- Trivial Schools, Austria, 181.
- Trumbull, John, Portrait of Schoolmaster, 218.
- Tuition Fee in Austria, 153.
- Zurich, 542; Switzerland, 349.
- Tyrol, Statistics of, 157.
- United States, Constitution of, 41; Land Policy, 65.
- Area in Square Miles and Acres, 77.
- Land Grants to Colleges, Schools and Univs, 78.
- Universal Education in Prussia, 645.
- University Education, 33.
- National, 41; Illinois, 146; Kentucky, 164.
- University in Zurich, 367.
- Universities in Austria, 185; England, 593.
- France, 596; Prussia, 506; Zurich, 368, 537.
- University and Gymnasium, relations of, 154, 590.
- University, conditions for matriculation, 154.
- Upham, C. W., Report on Academies, 576.
- Ushers, Duty of, and Platform of Teaching, 225.
- Vacations in Austria, 152.
- Oldenburg, 531; Prussia, 504.
- Vermont, 90; Constitution of 1777, 91.
- State Normal Schools, 789.
- Vernacular Language, 421.
- Veterinary School in Zurich, 544.
- Virginia, 94; Constitution of 1861, 96.
- Early School History, 94.
- Visitation day in Connecticut, 220.
- Vocation, Education for, 493, 593.
- Von Kampts, 442.
- Von Rinsprode, in 1832, 440.
- Von Muehler, 447.
- Von Raumer and Prussian System, 446.
- Von Sybel, 505.
- Voters unable to read and write, 51.
- Voting, right of, 83, 123.
- Washington, George, Educational views, 42.
- Message of 1790, National University, 42.
- Letter to Hamilton, 43; Farewell Address, 44.
- Letter to Commissioners of Federal District, 44.
- Letter to Jefferson, 45; Gov. Brooke, 47.
- Resolution of Assembly of Va., 47.
- Provision of Last Will, 48.
- Watts, I., Labor for Children, 123.
- Way, Elisabeth, 188.
- Webster, Daniel, Tribute to his Teacher, 218.
- Webster's Spelling Book, 220.
- Westfield (Mass.) State Normal School, 681.
- Plan of Building, 682.
- West Liberty, (W. Va.), Normal School at, 806.
- Westphalia, Province of, 454.
- West Virginia, 122; Constitution, 122.
- Normal School, 656.
- White, E. K., Report on Normal Schools, 796.
- Widows and Orphans of Teachers, 553.
- Wiese, D., 446.
- Wilmington, (Del.) Normal School at, 807.
- William I. of Prussia, 606.
- Winona (Minn.) Normal School, 781.
- Wines, E. C., Normal School, 727.
- Winterthur, Switzerland, City Schools of, 363.
- Wisconsin, State, 117; Constitution, 117.
- Normal School Policy, 755, 758.
- State University, 211, 253, 756.
- Wolner, 438.
- Women, Example of Studious, 624.
- Education and Employment for, 623.
- Pursuits, 635; Plan of Life, 638.
- Woodbridge, W. C., and Normal Schools, 663.
- Woodbridge, William, 559.
- Wolf, F. R., 475.
- Woolworth, S. B., 711.
- Work, Habit of, in Girls, 634.
- Writing Masters, 315.
- Year, Scholastic, in Austria, 103; Prussia, 503.
- Ypsilanti State Normal School, 719.
- Youngs, Master, 555.
- Zedlitz and the Prussian Schools, 457.
- Zurich, Canton, 537; city of, 353.
- Primary Schools, 341.
- Elementary Schools, 343, 531.
- Repetition Schools, 344.
- Secondary Schools, 351, 357, 535.
- Cantonal Schools, 540.
- Superior Schools, 354, 390, 537.
- Veterinary School, 358, 544.
- Agricultural School, 359, 547.
- Normal School, 361, 545; University, 365, 537.
- Polytechnic School, 359, 377.
- School Code of 1859, 537.

